

INSPECTION REPORT

SALFORDS PRIMARY SCHOOL

Redhill

LEA area: Surrey

Unique reference number: 125128

Headteacher: Mrs D Trainor

Reporting inspector: Mrs H Bonser
22870

Dates of inspection: March 17th – 20th 2003

Inspection number: 248663

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Copsleigh Avenue
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Redhill

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs A Tripp

Date of previous inspection: November 3rd - 6th 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22870	Hilary Bonser	Registered inspector	Religious education; geography	The school's results and achievements; Teaching and learning; Leadership and management.
9646	Geraldine Osment	Lay inspector		Attitudes, values and personal development; Personal, spiritual, moral, social and cultural development; Care and welfare of pupils; Partnership with parents.
12367	Anthony Green	Team Inspector	Science; Information and communication technology; design and technology; special educational needs; English as an additional language.	
24891	Jackie Johnson	Team inspector	Mathematics; history; music; physical education; educational inclusion.	Learning opportunities.
30705	Graham Stephens	Team Inspector	Foundation Stage; English; art.	
27243	Ian Tatchell	Team inspector	The work of the special educational needs unit.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Salfords Primary School is a community school that draws most of its pupils from the local neighbourhood. At present there are 261 boys and girls from 4 to 11 years of age. The school includes a unit, known as the Literacy Unit, for up to 10 pupils from a wider area with specific language difficulties, although this is due to close at the end of the school year. Children's attainment on entry to the school is below average overall. Pupils come from a very wide range of backgrounds and the number known to be eligible for free school meals is about average. There are 30 per cent of the pupils identified as having special educational needs, mainly as a result of learning difficulties. This is above average. Just over three per cent of pupils have a Statement of Special Educational Need, which is well above average. Four per cent of pupils come from ethnic minority backgrounds and four per cent speak English as an additional language, although very few are at an early stage of acquiring English. Four per cent of pupils also come from Traveller families. The present headteacher took up her post in 1998, shortly after the previous inspection.

HOW GOOD THE SCHOOL IS

Salfords Primary School is a good school with many strong features. Standards in English, mathematics and science have improved to average as a result of effective action taken by the school since the last inspection. The quality of teaching is good and pupils now achieve well overall by the time they leave the school at the end of Year 6. Pupils behave well and are very keen to learn. The headteacher, governors and staff work together very well as a team to improve standards for all pupils and are fully committed to continuing this. The school provides good value for money.

What the school does well

- Standards in English, mathematics and science have risen and pupils do well because they are well taught overall and receive very good support from the teaching assistants.
- Pupils with special educational needs, including those in the Literacy Unit, make good progress because the school makes very good provision for them, successfully helping them to take part in all aspects of school life.
- The school helps pupils of all levels of attainment to do well through the very good use of small group support and a strong emphasis on developing pupils' thinking skills.
- The headteacher provides very good leadership, working closely with parents, all staff and governors to overcome weaknesses and to bring about improvements in pupils' achievement and standards of work.
- The school cares well for its pupils, providing very good support and guidance for them; together with the very good relationships between all members of the school community, this makes a strong contribution to pupils' very positive attitudes towards school.
- The school promotes pupils' personal development very well, successfully encouraging them to behave well, to get on very well together and to work hard.

What could be improved

- Some weaker aspects that remain within the overall good quality of teaching in order to improve it still further, especially in science and mathematics.
- The poor rate of attendance.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997 and since then there has been good improvement. The school has addressed the weaknesses identified in the last report well, especially in relation to monitoring and evaluation, for which a comprehensive programme has been established. The impact of this and other effective action is now seen in the improvements in standards and pupils' achievements in English, mathematics and science by the end of Year 2 and Year 6, especially over the last two years. Standards and achievement in information and communication technology have also improved significantly. A well-focused programme of staff training to help raise the quality of teaching and learning and the very effective use of performance data to raise expectations, set targets and support pupils in reaching these have helped to bring these improvements about. The well-planned use of national, local and other innovative initiatives to support pupils' learning has also contributed to this success. There is now a strong, shared commitment in the school to continue to raise standards and the quality of teaching and learning and, as a result, the school is well placed to make further improvements.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	E	D	C	D	well above average A above average B average C below average D well below average E
mathematics	D	E	E	E	
science	D	C	E	E	

The particular characteristics of the school, with the Literacy Unit and an above average number of pupils with special educational needs, mean that national comparisons and those with similar schools can give a misleading indication of pupils' achievements. In 2002, for example, Year 6 pupils did well in English and satisfactorily in mathematics and science compared to their prior attainment at the end of Year 2. Since the last inspection, results overall have kept pace with national trends, but with more rapid improvement in English in particular over the last 2 years. Results fell back in science and mathematics in 2002 because fewer pupils in that year group reached the higher Level 5. Results at the end of Year 2 in 2002 rose to average in reading and writing, and to below average in mathematics. They were above average in teachers' assessments in science. This was a good improvement from the previous year and from the time of the last inspection in all areas.

Inspection of past work and lessons shows continuing improvement in standards and pupils' achievements. Children achieve well in the Foundation Stage. By the time they leave the reception classes, they reach average standards in all areas of their learning except in mathematical development and in communication, language and literacy, which are slightly below average. By the end of Year 2, standards are now average overall in reading, writing and mathematics and remain above average in science, with pupils achieving well. Standards at the end of Year 6 have also improved to average in mathematics and science as well as in English, where they remain relatively stronger. Pupils, including those special educational needs and those who speak English as an additional language, are achieving well overall in relation to their previous attainment at the end of Year 2. Consequently, the school is likely to come close to meeting the very challenging targets set for this year. Standards are also above average in information and communication technology at the end of Year 2 and Year 6. This too is a good improvement since the last inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy coming to school, they are enthusiastic, very eager to learn and work hard.
Behaviour, in and out of classrooms	Good both in lessons and at play. There have been no exclusions during the past two years.
Personal development and relationships	Very good personal development; relationships are very good between pupils of all ages and with all of the adults in the school.
Attendance	Well below average; largely due to parents taking children out of school during term time for family holidays and the irregular attendance of a few pupils.

Boys and girls alike co-operate together very well, concentrate and take a real interest in their work. They show thoughtfulness, care and respect towards the feelings and ideas of others and most act very responsibly.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall quality of teaching is good and has improved further since the last inspection. Very little unsatisfactory teaching was seen. As a result, pupils learn well in most lessons. Basic literacy and numeracy skills are taught well. Teaching is good throughout the school in English and in information and communication technology. It is satisfactory in science and mathematics in Years 3 to 6, but good in Years 1 and 2. The quality of teaching in the many support groups for pupils in English, mathematics or science is good and often very good. This contributes significantly to the improvements in standards and in the achievements of pupils of all ages and levels of attainment in these subjects.

The school now meets the needs of all girls and boys well. One reason for this is the high level of small group support provided for them if the school feels they are not doing as well as they could. Another is the very good and consistent use teachers make of initiatives, such as the Thinking Hats, to help pupils develop their thinking and learning skills in a well-structured way. In well-taught lessons across the school, teachers manage pupils very well, using a good variety of methods and resources to provide challenging and interesting activities. As a result, pupils work hard, with a good sense of purpose and make good progress. In some lessons, where teachers give work that is not matched well to pupils' differing needs, the pace of their learning and progress slows.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall; enriched well by visits and visitors and a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Very good, including for pupils who attend the Literacy Unit. They are supported very well by teachers and skilled teaching assistants and

	included well in all activities.
Provision for pupils with English as an additional language	Good; pupils receive good support that helps them to participate well in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall; very good for spiritual, moral and social development; good for cultural development.
How well the school cares for its pupils	Well; a strong emphasis on promoting self-esteem contributes very well to their personal development.

The school has a very good partnership with parents and this makes a strong contribution to pupils' learning. Teachers and teaching assistants use their very good knowledge of pupils to provide very good educational and personal guidance to pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall; very good leadership by the headteacher, very well supported by the senior management team and by very good teamwork between all staff.
How well the governors fulfil their responsibilities	Well; they take an increasingly active and effective part in the management of the school.
The school's evaluation of its performance	Very good; a rigorous programme of monitoring and support has contributed strongly to improvements in standards and teaching.
The strategic use of resources	Very good; available funds are used very well to support the school's priorities.

The headteacher has established a very clear sense of direction, shared by the whole school community and focused on improving standards and the quality of teaching and learning. The school works well to apply the principles of best value when making decisions. Staffing levels are good overall. Very well-trained support teaching assistants contribute very effectively to pupils' learning. A good level of resources and good accommodation are used well to create a stimulating learning environment for pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children enjoy coming to school.• Their children are well taught. They are expected to work hard, do their best and they make good progress.• The school is well led and managed.• The school is approachable and responsive to their views and concerns.• They are kept well informed about how their children are doing.• The children are well behaved and the school helps them to become mature and responsible.	<ul style="list-style-type: none">• The amount of homework given

Inspection findings support the very positive views parents have of the school. With regard to their concerns, the team found that the amount of homework given to pupils is appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results in the 2002 National Curriculum tests at the end of Year 2 were average in reading and writing and below average in mathematics compared to all schools nationally and to similar schools. This showed a good improvement from the results of the previous year, especially in the proportion of pupils reaching the higher Level 3. Teachers' assessments in science indicated that standards were above average. At the end of Year 6, results were average in English, but well below average in mathematics and science, in comparison to all schools. Although the results in mathematics and science fell back to some extent, with fewer pupils reaching the higher Level 5, they represented satisfactory achievement overall in relation to the prior attainment of this particular group of pupils at the end of Year 2. They also showed significant improvement from the results in 2001 in English overall, especially in writing, as well as in the number of pupils in mathematics reaching Level 4. This reflects the increasing impact, now evident as pupils move through the school, of the effective action that the school has taken to raise standards. While results over the last five years have broadly kept pace with the national trend, they have improved more rapidly in the last two years. They show good improvement from those at the time of the last inspection.
2. Compared to similar schools, the 2002 results were below average in English and well below average in mathematics and science. However, the particular characteristics of this school show an above average proportion of pupils with special educational needs. These include a small number of pupils with specific speech and language disorders, who joined the school in or after Year 3 and attend the Literacy Unit. Although these pupils do well in relation to their prior attainment, most do not reach the expected Level 4 in the national tests at the end of Year 6. As their results are also included in the school results, comparisons both with schools nationally and those with similar schools, which are based on the proportion of pupils eligible for free school meals, can give a misleading indication of pupils' standards and achievements overall. Differences in the performance of boys and girls over the last three years are similar to the national picture. The school monitors any year-to-year variations carefully and takes effective action to redress these.
3. Children's attainments on entry to the school, from observations and from analyses of the baseline assessments, are below average overall. A significant number have poorly developed speaking and listening skills. Children achieve well overall in the Foundation Stage. By the time they leave the reception class, they have made good progress in their communication, language and literacy skills although the majority are not likely to meet all of the early learning goals in this area of their learning or in their mathematical development. Most children meet the early learning goals in their knowledge and understanding of the world and in their physical, creative and personal, social and emotional development.
4. Recent work and lesson observations show continuing improvements in standards and pupils' achievement since the 2002 results and good overall improvement since the last inspection. Standards at the end of Year 2 are now average in mathematics and English and remain above average in science. Pupils of all levels of attainment achieve well in relation to their individual starting points. This is a good improvement from last year, as well over a third of pupils in this Year 2 group have special educational needs. At the end of Year 6, standards are now average in English, mathematics and science. These pupils are achieving well overall in relation to their levels of attainment at the end of Year 2, which were well below average in English and below average in mathematics and science. This is a particularly good improvement in a year group, where over a third of pupils are on the school's register of special educational needs and 16 per cent of them have statements of special educational need.

5. The good improvements in standards and achievement reflect the increasing impact of effective action taken since the last inspection. A number of factors have contributed to this. There have been further improvements in the good quality of teaching and learning. The effective and consistent implementation of the national literacy and numeracy strategies has an increasing impact on standards. Teachers use opportunities across the curriculum well to promote pupils' speaking and listening skills. This, the good use the school makes of initiatives, such as the early and additional literacy strategies, for pupils in need of additional support and the very good provision for pupils with special educational needs, is reflected in the good increase in the numbers of pupils reaching the expected standards. The school is also making effective use of innovative strategies, such as Thinking Hats, (a strategy based on the work of Edward de Bono), and Accelerated Learning, (a structured approach to promoting different learning styles), to help pupils to develop their thinking and learning skills.
6. Very good use is now made of performance data to track pupils' progress and to identify and set challenging targets to address specific areas of weakness, at school, year group and individual level in English and mathematics in particular. A very strong contribution to the improvement in pupils' achievement is the way that the information is now used to form several 'booster' groups in every year group. These are used very effectively to support pupils of all levels of attainment, who are identified as not achieving as well as they might in English, mathematics or science. Pupils receive very good teaching in these groups and very effective support for their learning from skilled teaching assistants in both class lessons and small group work. These factors, as well as class lessons, mean that the school is likely to come close to the very challenging targets set for this year, as part of their wholehearted commitment to continuing to raise standards. The very positive attitudes that boys and girls have towards their work also contribute to their achievements.
7. In English, standards in speaking and listening are average at the end of Year 2 and Year 6. Pupils achieve well because teachers provide frequent opportunities across the curriculum for pupils to practise their speaking and listening skills through discussion and drama in groups of varying size and especially in focused, paired discussion. Consequently, by the time they leave the school, pupils listen attentively to their teacher and to each other. They make thoughtful contributions to sustained discussions. This makes a good contribution to their learning in all subjects. Standards in reading are also average at the end of Year 2 and Year 6. This is partly because phonics and key words are taught in a consistent, well-structured way and teachers monitor and support the progress of individual pupils very carefully. Pupils are enthusiastic readers, and show a sound understanding of what they read. Standards in writing are now average by the end of Year 2 and Year 6 as a result of a whole school focus on this, although standards of handwriting and presentation have not improved as much as other aspects. Teachers make satisfactory use of opportunities in other subjects to reinforce and extend pupils' literacy skills. They also make good use of information and communication technology to promote pupils' language skills.
8. Standards in mathematics are average in all aspects of the subject by the end of Year 2 and Year 6. Pupils achieve well in relation to their prior attainment. The additional support that a significant number of pupils receive in a variety of small groups and the effective implementation of the national numeracy strategy contributes well to this. Teachers use information and communication technology well to support pupils' developing mathematical skills. Identified weaknesses, such as problem solving, are effectively addressed through a whole school focus, supported by relevant targets at every level. The quality and amount of pupils' recorded work and its presentation is inconsistent and this has an adverse effect on standards.
9. Standards in science are above average by the end of Year 2 and average by the end of Year 6. This is partly because improvements put in place since the last inspection have not had time to impact fully on the skills of older pupils. It is also because in Years 3 to 6 standards in scientific enquiry are slightly weaker than in the other aspects of the subject, as pupils are not given enough opportunities to devise and plan their own investigations. Nevertheless, pupils are achieving well in relation to their prior attainment.
10. Standards in information and communication technology are above average by the end of Year 2 and Year 6 and pupils achieve well. This is partly because teachers use the computer suite well to

help pupils develop their skills and partly because they provide pupils with good opportunities to apply their skills in relevant and interesting work across the curriculum. Teachers also model the effective use of information and communication technology well, for example, in their use of the interactive whiteboards.

11. In religious education, standards are in line with expectations of the locally agreed syllabus at the end of Year 2 and Year 6. Pupils achieve satisfactorily overall. By the time they leave the school, they have a sound knowledge of some of the major world religions and can make some comparisons between them, although in some classes pupils do not have enough opportunities to consolidate or extend their ideas through written recording. They reflect appropriately on their own experiences, helping them understand and respect the ideas and values of others. This makes a good contribution to their spiritual, moral, social and cultural development.
12. By the end of Year 6, standards are average in art and design, history, geography and design and technology. Pupils achieve satisfactorily. There was not enough evidence of music to make an overall judgement on standards or achievement. In physical education, standards are below average at the end of Year 6, but average in other year groups, as the improvements put in place since the last inspection have not had time to impact fully on the skills of the oldest pupils.
13. Pupils with special educational needs achieve well and make good gains in their learning relative to their prior attainment. They make good progress towards their individual targets because of generally well-matched work and the overall very good support given by the teaching assistants and the special needs co-ordinators in withdrawal groups and in class. Pupils who speak English as an additional language make good progress in their acquisition of language. They receive good support in class and withdrawal groups, to develop their speaking, language and communication skills. Sound support is given in the weekly withdrawal sessions provided by a teacher from the English as an Additional Language Support Service. Pupils from Travellers' families achieve well and make good progress because of well-matched work in class and in withdrawal groups and the good liaison between the Travellers' Support Service and the school, which ensures continuity in the pupils' education.

Pupils' attitudes, values and personal development

14. As reported in the previous inspection, pupils have very positive attitudes to school that enhance their learning and enable them to achieve well. They are very happy to come to school and very interested in the activities that are provided for them. A very high majority of the parents feel that their children like school. At the parents' meeting, for example, one parent said, 'He's up at 6.30 in the morning, waiting to come to school'. Staff value pupils as individuals and this encourages them to respond positively to what the school offers. The pupils are enthusiastic about their lessons and this was clearly seen in a Year 3 numeracy lesson when the teacher accepted the pupils' contributions with graciousness. In a very good Year 1 literacy lesson, the pupils were fully engaged by the teacher's very good modelling of reading when using the big book 'The Three Wishes'. Pupils' very good attitudes make an important contribution to rising standards in the school.
15. The last inspection judged behaviour to be good and this has been sustained overall. In Reception and Years 1 to 4, one reason that pupils learn well is because teachers do not have to waste time maintaining order. In Years 5 and 6, there are a small number of boys who have difficulty controlling their behaviour, despite the best efforts of the staff. This can be disruptive, as in a Year 5 physical education lesson when some boys were not able to work co-operatively in their groups. Play at break and lunchtimes is good-natured, pupils play well together and this ensures that they are able to settle quickly to following lessons. There have not been any exclusions from the school since 2001. Although parents reported that there is some bullying in the school, no incidents of bullying or racial abuse were observed or mentioned by pupils during the inspection. Good behaviour is contributing positively, helping pupils to achieve well.
16. Pupils with special educational needs have good, and often very good, attitudes to class, group and individual activities. They listen well in lessons and their response to appropriate questions is

good. Their behaviour in lessons is good. Their behaviour when withdrawn for small group or individual work is very good. They are fully integrated and socialise well. Pupils who speak English as an additional language have very good attitudes to class, group and individual work, participating fully in all aspects of school life. Pupils from Travellers' families also have good, and often very good, attitudes to their work and respond well. They are fully included in the life of the school and their culture is celebrated.

17. The school cultivates the pupils' personal, spiritual, social, moral and cultural development very well. As a result, pupils' spiritual development is very good. Pupils' responses in lessons show that they have awareness and understanding of their own and others' beliefs. A good example of this was seen in a very good Year 2 history lesson when the class discussed why Florence Nightingale acted in the way she did. Pupils' social and moral development are very good. The majority of the parents feel that the school is helping their child become mature and responsible. Many pupils are given responsibilities and they carry them out sensibly and with dignity. Older pupils show initiative and responsibility in the way they run a break-time tuck shop and a twice-weekly stationery shop. Relationships are very good between staff and pupils and amongst pupils. All adults are very good role models; they are consistently kind, considerate and show respect to pupils and each other. Consequently, there is a strong sense of inclusion in the school and pupils from a wide range of backgrounds play and work well together. One good example of collaborative work was seen in a Year 6 information and communication technology lesson, when the pupils were helping each other to transfer data onto spreadsheets. Although pupils are very well supported in classrooms they do not have enough opportunities to develop independent learning skills in lessons; for example setting up experiments in science or undertake tasks that can be approached in different ways. Through activities in art, music and literacy, in particular, pupils show good awareness of their own cultures and in discussion with pupils from Year 6, they were knowledgeable about some religions other than Christianity.
18. Attendance is well below average, which is lower than reported at the previous inspection. Attendance rates were very low compared to other schools both in the school year ended 2002 and for the last half term. The main reasons for the high rate of absence are the irregular attendance of a very few pupils and, especially, parents taking their children out of school for term time holidays. This is in spite of the school making parents aware that non-attendance adversely affects the learning of their children.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching is good overall and pupils learn well in many lessons. This contributes well to the good overall achievement of pupils. The quality of teaching and learning was good or better in two thirds of the lessons seen. It was very good or excellent in a fifth of lessons. Very little unsatisfactory teaching was seen. This is an improvement in the amount of good teaching from the time of the last inspection. Reasons for this include the effective way that well-focused staff training and a comprehensive programme for the monitoring of teaching and learning have been used to raise its quality and to spread expertise. Teaching assistants, the special educational need co-ordinators and Unit teacher give carefully planned and very effective support and teaching given to a large number of pupils of all levels of attainment in small withdrawal groups, as well as in class. The overall quality of teaching is enhanced by this very good provision of small group tuition, while the quality of learning is improved by teachers' consistent approaches to the development of pupils' thinking skills. This makes a significant contribution to pupils' good achievement.
20. Teaching is good overall in English and information and communication technology contributing to the significant improvement in standards and achievement in these subjects since the last inspection. Teaching is satisfactory overall in mathematics and science with some good or very good teaching seen especially in Years 1 and 2. This is one reason why the improvements in standards in these two subjects at the end of Year 6 have not been as marked as in English. The quality of teaching is good overall in the Foundation Stage and in Years 1 and 2, where a high proportion of good and very good teaching was seen. The quality of teaching is satisfactory overall in Years 3 to 6. It was good or better in about half of lessons seen. However, several of these were group sessions taught by the special educational need co-ordinators and Unit teacher, where the

quality of teaching was consistently good or very good. In class lessons, there was a higher proportion of satisfactory lessons. In English, mathematics and science in Years 3 to 6, the impact on pupils' learning of the very effective help and teaching they receive in wide variety of small support groups, helps them to achieve well in mathematics and science and very well in English. Teaching is satisfactory overall in religious education, art and design, history, design and technology and geography. Not enough teaching was seen in music to make overall judgements about its quality. In physical education, teaching was good overall, although it has not yet impacted fully on standards and achievement at the end of Year 6.

21. Basic literacy and numeracy skills are taught well. One reason for this is that teachers and subject co-ordinators have worked hard to implement the national literacy and numeracy strategies well, making good use of external training. In a very well taught literacy lesson for pupils in Years 1 and 2, the teacher reinforced pupils' knowledge of a good range of phonic strategies very effectively, - 'to help us with difficult words when we're reading'. As a result, pupils tackled unfamiliar words such as 'moment' and 'appeared' confidently and successfully. National initiatives such as the early and additional literacy strategies, Springboard mathematics and booster groups are used well to help pupils who are not progressing as well as they might. This helps them to achieve well. A good example of this was seen in a well-taught mathematics lesson for a group of lower attaining pupils in Year 5. The teacher used clear explanations and skilful, questioning to help pupils to identify and overcome the difficulties of selecting and using appropriate scales for block graphs. She took every opportunity for pupils to practise, for example, ordering numbers and counting in multiples of numbers.
22. The quality of teaching for pupils with special educational needs is good and contributes well to the good progress they make. This is because of the good support they receive in class lessons and the teaching and support in withdrawal groups, which is often very good. Pupils are challenged appropriately and helped to meet their targets. Individual education plans are kept up to date and targets are reviewed regularly. In class lessons, work is generally well matched to their specific needs, although teachers' planning does not always specify lesson objectives for pupils with special educational needs, especially those with statements. The knowledgeable and very well-trained teaching assistants make a very positive impact on pupils' learning, especially in small group activities. They give good feedback to teachers about pupils' progress, which informs the next stage of learning. Thinking Hats are used well to encourage pupils to reflect on their work and on the objectives of the lesson. The management of pupils is very good and, as a result, pupils behave well overall. Pupils who speak English as an additional language and pupils from travellers' families are also taught well overall and so make good progress. These pupils are mainly supported in class. Some are withdrawn for individual and group work for short periods in the week with teaching assistants or visiting teachers. The support in these groups is good overall and often very good. Resources are used well to support pupils' progress.
23. In many lessons, there are strong features that contribute to the very good attitudes pupils have towards their learning. There are very good relationships between staff and pupils throughout the school, which help to motivate pupils well. Teachers and teaching assistants have a very good knowledge of individual pupils and they use this sensitively to promote their self-esteem and personal development. They work hard and successfully, to ensure that every pupil, irrespective of their culture, social background or level of attainment is included in all activities and feels fully part of the class. This contributes very well to the respect that pupils show for each other. Teachers listen to and value pupils' ideas, helping them to develop their confidence in expressing them. Many very good examples of this were seen in lessons across the school. It means that pupils are keen to share their ideas and to learn readily from their mistakes. In well-taught lessons, teachers manage pupils very well, helping them to meet their high expectations of behaviour and attitudes to work by creating a calm and purposeful atmosphere.
24. Teachers deploy their teaching assistants well so that their highly skilled support has a very positive impact on pupils' learning. There is very good liaison between class teachers and the teaching assistants and special educational need teachers who work with different groups of pupils from their classes. They plan work together for the groups and report back on the outcomes of learning. This close teamwork and careful timing of the sessions is a critical factor in the success

of the support groups as it means that pupils benefit considerably from the very effective teaching and support in these, without being disadvantaged on their return to the classroom.

25. Many examples were seen of teachers using good questioning skills in whole class sessions, to involve pupils of all levels of attainment and to ensure, for example, that boys and girls were equally involved. Teachers are careful to choose resources and interesting activities that are relevant to pupils and arouse their interest, such as the 'Right Angle Gobblers' in a very well taught mathematics lesson for Year 2 pupils. Well taught lessons are conducted at a brisk pace with a good variety of learning activities that keeps pupils on their toes and helps them to concentrate well. As a result, in the majority of lessons, pupils listen well, they are keen to learn and work hard, showing how well they can concentrate and co-operate together.
26. Teachers make effective and very consistent use of a number of strategies that have been introduced over the last eighteen months, specifically to help pupils to develop their thinking and learning skills in a structured way. At the meeting prior to the inspection, a parent commented, 'In this school, they teach children how to learn'. Many examples were seen across the curriculum of how the very frequent use of opportunities for pupils exchange thoughts quickly with a partner enabled them to order and extend their ideas and articulate them confidently. Teachers manage these exchanges very well so that they do not detract from the pace of the lesson. It means, too, that all pupils are fully involved in class discussions and this aids their concentration as well as contributing well to the development of their speaking and listening skills.
27. Teachers and teaching assistants also use the Thinking Hats strategy effectively and very consistently to help pupils to develop and apply different facets of their thinking in their learning. For example, in a Year 1 religious education lesson, the teacher helped pupils to express the feelings they experienced during a nature walk well, using their red hat and to consider the disadvantages of litter, using their black hat. Pupils used their green hat to think of a number of good ideas for looking after God's world. Such strategies are having a significant impact on pupils' achievement.
28. All teachers share the main learning objectives at the beginning of lessons with pupils. In the best examples, teachers not only discussed the objectives with pupils so they knew exactly what they should be learning, but also kept pupils tightly focused by returning to them during the lesson. Teachers make effective use of the different modes of the Thinking Hats to help pupils summarize and evaluate their learning at the end of lessons against the lesson objectives. The consistency with which this is done means that pupils of all ages build up a good knowledge of their own learning. However, only in a few lessons did teachers discuss with pupils how this learning would be carried forward. Pupils know some particular areas they need to improve on in English and mathematics from the individual targets they are set, which reflect school and year group priorities, although some teachers did not fully exploit opportunities in lessons for pupils to address these.
29. Teachers use a good range of assessment strategies in English and mathematics in particular to monitor pupils' learning and to decide what to teach next. Good examples were seen of teachers adjusting planning in the light of pupils' responses in lessons. However, the main factor distinguishing satisfactory teaching from good and very good teaching was the effectiveness with which teachers used their good knowledge of pupils' learning to match tasks in lessons to challenge pupils of differing levels of attainment appropriately. Where teaching was satisfactory, the same task was often given to the whole class, with teachers depending too much on their own intervention, support from teaching assistants or work carried out in withdrawal groups to provide the necessary challenge or help. This was evident in scrutinizing past work as well as in lessons and has been identified for development by several subject co-ordinators this year in the monitoring and evaluation of their subjects.
30. Another weakness is in the marking of pupils' written work. It is often unclear whether a pupil has met the main objective of the piece of work and for older pupils especially there is no indication of how the work could be improved or what should be worked on next. In general, teachers' expectations over the amount, quality and presentation of written recording are inconsistent and often not high enough.

31. Teachers make satisfactory use overall of opportunities across the curriculum to extend pupils' literacy and mathematical skills and to support their learning in other subjects. They make good use of such opportunities in information and communication technology. Good examples were seen of some teachers using the recently purchased interactive whiteboards well to enhance pupils' learning in a number of subjects.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

32. The curriculum provision is good and overall has improved since the last inspection. It is broad, balanced and fulfils the requirements of the National Curriculum and the locally agreed syllabus for religious education. Its quality and range contribute well to the good achievement of the pupils.
33. Areas for improvement, noted in the last inspection report, have been satisfactorily addressed. Physical education now includes a unit of work on outdoor and adventurous activities and pupils are given opportunities to evaluate and develop their skills in the majority, although not all, of lessons. Design aspects in design and technology have also improved. This has had a positive impact on learning in these subjects.
34. The literacy and numeracy strategies are well established and effective. The school plans to meet the needs of the range of pupils through the provision of appropriately matched work. It is not totally successful in this, however. In some lessons in mathematics, science and information and communication technology, for example, the tasks set are often not suitable for the range of pupils in a class and the learning of groups of pupils within it is consequently diminished. However, the school works hard and successfully in other ways to ensure that all pupils do well, particularly in English, mathematics and science. Pupils from across the age range and of all levels of attainment, who are felt to need extra support are placed in 'booster groups' and other support groups and receive well-focused teaching from teaching assistants and teachers. This has a positive effect on the learning, not only of these pupils but also of the rest of the pupils in the class who consequently receive more one to one time from the class teacher. This practice gives a clear indication of the very high importance the school gives to the provision of equal opportunities for its pupils to succeed.
35. The provision for pupils with special educational needs is very good and has been maintained since the previous inspection. The result is that these pupils make good progress in relation to their individual targets. The requirements in statements of special educational needs are met well. The requirements of the Code of Practice for supporting pupils are fulfilled well. The provision for pupils with English as an additional language and those from Travellers' families is good. The provision made for all of these pupils helps them to do well and be fully integrated into all aspects of school life and is a strong feature.
36. Literacy and numeracy skills are used satisfactorily in other curriculum areas. In history, for example, pupils write letters in the role of people who have lived in the past and calculate spans of time using time lines. In information and communication technology pupils use spreadsheets to calculate information related to rainfall and temperature data. However the school does not yet plan and use all the opportunities that it could in the enhancement of pupils' literacy and numeracy skills in other subject areas.
37. The school reviews policies and schemes of work appropriately. The school has extended its provision for French since the last inspection and all pupils now benefit from a weekly lesson. This provides them with a good grounding in a modern foreign language and adds breadth to their learning overall. Pupils have good opportunities to use their skills in information technology to support learning in other areas of the curriculum.
38. The provision for personal, social and health education is good and an appropriate scheme of work is now in place, ensuring the relevant coverage of topics. This was noted as an area for

development in the last inspection report. Weekly lessons, religious education, circle time, assemblies and science are used well to support pupils' learning in this area and together are instrumental in producing the very good personal development of the pupils. In Year 6, for example, the pupils examine what constitutes a healthy diet and relate this to world famine. Diet and health are addressed effectively and issues related to sex education and substance abuse are addressed in line with the governors' policy.

39. The range of extra curricular activities is very good and contributes well to pupils' very positive attitudes to school. Opportunities are provided for the whole age range of pupils. These include a range of regular clubs like infant music, choir, girls and boys' football, cookery, recorders and pets, for example. A variety of regular visits and visitors also provide very good support for the formal curriculum and contribute well to pupils' personal development. These include a residential visit to France and school camps for pupils in Years 5 and 6 and visits to local churches, farms, museums, art galleries and historical sites. Visitors who are invited to share their enthusiasm and particular areas of expertise with the pupils include puppet makers, a paper sculptor and actors. The school's links with the local community overall are good and representatives from the business world have been supportive in the setting up of new initiatives in the school, such as the Thinking Hats, which have had a marked effect on pupils' learning.
40. The school has good links with other schools in the area. This ensures the smooth transition of pupils into and out of the school, opportunities for pupils to be involved in sporting, musical and scientific activities together and the enhancement of the curriculum through opportunities for subject co-ordinators to meet together and other partnership group meetings. Overall the curricular provision has been improved well since the last inspection and has had a positive impact on the improving standards and the achievement of the pupils.
41. The provision for pupils' personal, spiritual, moral, social and cultural development is very good overall, which is better than reported at the previous inspection. This reflects a school aim that is being successfully achieved, of 'offering children opportunities to become resilient, resourceful, responsible and emotionally intelligent'. The provision for spiritual development is very good. The legal requirement that the school provides a daily act of collective worship is being fully met, which is an improvement since the last inspection. The Thinking Hats strategy is encouraging pupils to explore what motivates them and what drives other people. Teachers and teaching assistants value pupils' questions and responses as, for example, in Year 1 religious education lessons when the classes discussed looking after our world. Through a well-balanced and relevant curriculum the school provides opportunities for pupils to take part in many activities that will help them understand the importance of sustained effort. For example, sporting fixtures against other schools, music workshops, science week and the setting of homework. The schools' very good provision for spiritual development is enabling pupils to flourish in a climate of aspiration.
42. The school takes very good measures to promote moral development. All staff implement the behaviour policy consistently, so that pupils know how they are expected to behave and few lessons are disrupted. Every year the pupils write class rules with their teacher. Year 6 pupils interviewed during the inspection said that they appreciate the reward system and that all teachers treat them fairly. Personal, social and health education lessons and assemblies all contribute positively to pupils' moral development. The story of Solomon and the two mothers who could not agree to whom the baby belonged gave pupils a very good opportunity to reflect on moral concepts and values. The pupils are becoming morally aware and this is reflected in the mostly good behaviour in lessons and around the school.
43. Provision for social development is very good. This is reflected in the very good relationships throughout the school. In all year groups, pupils are given opportunities to exercise responsibility. In the reception classes, the children are encouraged to make choices and work together co-operatively; representatives from Year 2 to Year 6 make up the school council and older pupils have office duties, are corridor monitors and help in the dining hall. The school council plays an important role in the life of the school; they arrange successful fundraising activities and representatives from the council also attend governor meetings. There is a good take up of the after school clubs organised for all year groups and the Year 6 residential trip also offers pupils the

chance to develop socially. All of these opportunities are producing confident pupils with very good attitudes to learning.

44. The provision for the cultural development of the pupils is good overall. Through a good range of visits and visitors to the school the pupils are learning about their own culture very well. A display celebrates and traces the history of the travelling community and the many historical and social reasons for why they travel. This extends all pupils' understanding and also helps pupils from Travellers' families to feel valued. Pupils have visited the Museum of London, Brighton aquarium, the Cutty Sark, the Weald and Downland Museum and the local church. The school choir performed at Dorking Halls and Year 2 pupils took part in a music workshop at the Reigate School. Pupils are very enthusiastic about the French lessons they receive from a native speaker. Salfords Cultural Artefacts Gallery has provided a display of masks from Indian, Kenya and South America, Indian slippers and textiles. In a Year 4 literacy lesson, pupils compared differences between Africa and Britain and in a Year 2 literacy lesson, the text was from a Ghanaian story. However, while the school prepares the pupils for living in a multicultural society satisfactorily, it could do more. The pupils, for example, have not visited a mosque or synagogue recently and there are few visitors from other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school takes good steps to ensure pupils' welfare, health and safety and this has been sustained since the last inspection. There is an appropriate health and safety policy and risk assessments take place and are reported to the governors. Some health and safety concerns were discussed with the school by the inspectors during the inspection. Fire practices take place and arrangements for first aid are good. The pupils are well supervised at break and lunchtimes and lunchtime supervisors carry out their important role in behaviour management well and reward pupils for being well behaved and helpful. There are very good arrangements in place for child protection issues. The headteacher is the named person and has received suitable training. The kitchen staff provide nutritious meals for the pupils and the school is taking part in the Healthy Schools Award. The school has established good provision for pupils' personal, social and health education. In these lessons pupils can discuss personal issues and are learning to keep themselves safe and healthy, for example in Year 3, pupils were answering questions about the effects of alcohol on the body.
46. There are very good procedures in place to monitor and promote good behaviour and eliminate oppressive behaviour. The consistency with which all staff apply rewards and sanctions is a major factor in the good behaviour in the school. All staff manage the pupils in a consistent manner so they know how they are expected to behave and understand the consequences of not behaving well. Governors are also involved in monitoring behaviour, as one governor reported, 'I did see the behaviour policy in action and working well'. Procedures for monitoring behaviour are contributing effectively to pupils' very good attitudes to learning.
47. Procedures for monitoring and supporting pupils' personal development are very effective and helping pupils to mature as they go through the school. Provision for personal, social and health education, acknowledgement of success during celebration assemblies; the Thinking Hats strategy and the excellent support given by teaching assistants are all helping pupils to develop confidence. The school also identifies pupils with social or emotional needs and through the self-esteem groups is providing effective support to help them feel more positive about themselves. All of these very good procedures are contributing positively to pupils' very good attitudes to learning.
48. The school has satisfactory procedures in place for the monitoring and improving of attendance. Although the rate of attendance is very low, the headteacher often reminds parents of the importance of regular attendance through newsletters. The procedures are ensuring that parents and carers are made aware of their legal obligations. Other strategies have been introduced to encourage regular attendance, such as attendance certificates and the school and Educational Welfare Officer work closely together, but as yet these efforts are not resulting in improved attendance.

49. The arrangements for the assessment and identification of pupils with special educational needs are good and are being implemented in accordance with the special educational needs Code of Practice. Teachers and teaching assistants know their pupils very well and use their knowledge very effectively to help pupils make good gains in their learning. Records are up to date and used well to help monitor progress and inform future planning. Individual education plans are regularly reviewed in order to monitor progress. The monitoring and support for pupils with a Statement of Special Educational Needs is good. Their annual reviews show good progress and outline future targets. The support given by the teaching assistants and special needs assistants for pupils with statements is very good and leads to good progress by the pupils. Liaison with outside agencies and external support staff is generally good.
50. The procedures for monitoring and supporting pupils' academic progress are good overall. There are good assessment procedures overall for monitoring pupils' academic progress. These are very good in English and mathematics. Data from standardised and annual national test results and interim tests in mathematics, science and English are analysed and the information is used well to identify those pupils throughout the school requiring extra support with aspects of their work. The impact of these procedures has been particularly effective with regard to English and reading and writing in particular, but also in mathematics and science. There are sound procedures for pupils to be assessed in science and all other subjects, an improvement since the last inspection.
51. The outcomes of annual assessments in English and mathematics are carefully analysed to identify weak areas in the curriculum. Targets are then set to improve these for each year group and are posted on classroom walls as an on-going reminder. Groups of pupils who need additional support in specific areas of their work are set up and they are withdrawn from class on a regular basis. Good on-going assessment in all classes means that the membership of these groups may change during the year. Individual pupils are supported well academically as they are set individual targets relating to English and mathematics and these targets are often referred to by both teaching and non-teaching staff. This process of target setting is to be extended to science next year. However, the impact of all these procedures and outcomes is less successful with respect to teachers' planning, as lesson tasks that differentiate between the needs of different groups and individuals are not always evident.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Overall the school has a very good partnership with parents and carers. Although there was a low turnout for the parents' meeting, parents expressed confidence in the school, as in, 'This school is a family and you're part of it'. The responses to the pre-inspection questionnaires are also mostly very positive and supportive. Parents feel that the school keeps them well informed about how their children are getting on. The inspection team agrees with them. There are opportunities for parents to meet teachers formally and informally and the take up is high. Parents are also invited to an exhibition of work in the summer term and every child in the school is represented. A new format for the reports will be sent to parents this year and it is very good. The teachers report on and give next steps for every subject, which is very useful information for parents to help their children improve. Through the pre-inspection questionnaire, a number of the parents said that their children do not get the right amount of work to do at home. However, the inspection team feels that homework is appropriate and pupils interviewed during the inspection did not have any complaints about the amount that was set. The good support that many parents give to their children with homework is having a positive impact on standards in the school.
53. Induction procedures for families and children into the reception classes are good, ensuring that they feel comfortable in school. The parents are regularly consulted on aspects of school through questionnaires and the headteacher ensures that they are always informed of the replies and the school's response to them. Other information for parents is also very good. Newsletters are very informative and keep parents up to date with the day-to-day life of the school. Parents are also sent curricular information and a notice board has been set up for parents so that they can clearly see the whole school's lesson planning. The school held a very well attended workshop on teaching and learning and the Thinking Hats strategy. The school is involving parents in their children's learning very effectively.

54. Liaison with parents of pupils with special educational needs is good. They are aware of the point of contact in the school and are given the opportunities to share in the targets of the individual education plans. Parents of pupils with a Statement of Special Educational Needs are kept fully informed and are given good opportunities to be involved in reviewing the targets set for their children, in accordance with the code of practice. Liaison with parents of pupils who speak English as an additional language and with parents of Traveller pupils is also good. The care the school takes to involve all groups of parents is reflected in the confidence they have in the school.
55. Parents are encouraged to be actively involved in school and many take up opportunities to help in classrooms and on visits. Many parents supported the science week and they were invited to see the exhibits the pupils had made following their work with a paper sculptor. Parents are also welcomed to Harvest Festival and a Mothering Day afternoon tea party. The home-school agreement is well received by parents, it is clearly written so that parents and children know what to expect of the school and what is expected of them in return. There is a weakness however, in that a number of parents take their children out of school for term time holidays. The parent teacher association is very active and is currently fundraising to provide playground equipment. Events organised for parents include quiz nights, a cheese and wine party, the Christmas and Easter fairs and a summer fete. The very good partnership that exists between the school and parents is impacting very effectively on standards of learning and pupils' achievements.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The overall leadership and management of the school are very good and have improved since the last inspection. There has been a good overall response to the key issues identified in the previous report, especially in the area of monitoring and evaluation. A number of other good improvements have been brought about by the current headteacher, who took up her post shortly after the last inspection. A key improvement has been the very effective use of performance data in setting up the wide network of support groups for pupils that has a significant impact on their achievement. The quality of teaching has been improved further. A rigorous and ongoing programme of monitoring and support that has been established, together with a well-focused programme of staff training that has made good use of expertise from within and outside the school, has contributed to this. The national literacy and numeracy strategies have been implemented effectively and a number of other initiatives are used to good effect to enhance pupils' learning and raise standards in all areas of school life. The increasing impact of these improvements is now being seen in the significant and continuing rise in standards and pupils' achievement over the last two years.
57. The headteacher, ably supported by the senior management team, provides very good leadership. Her role in creating and maintaining a very effective, positive climate for change, in motivating and enabling the staff team, gaining the confidence and support of parents and securing the full commitment of all to school improvement has been a critical factor in the successful improvements made. The response of the staff to this, through high-quality teamwork, mutual support, hard work and the dedication of all to improving the quality of teaching and learning for pupils, has, and continues to be outstanding. A very clear, common sense of direction and purpose, which is encapsulated in the school aims, is shared and supported by the whole school community. It is focused successfully on raising standards and pupils' achievements, irrespective of ability, gender, background or culture, supporting all aspects of their personal development and providing a high level of care and support for them. The very good relationships, teachers' very good knowledge of individual pupils, the way they promote self-esteem and recognise the achievements of each pupil and the very good inclusion of all pupils, are some of the many examples of how the school's aims and values are seen in practice daily. Another is the effectiveness of the school's policy for promoting racial equality. All of this makes a strong contribution to the very positive attitudes and good behaviour of the pupils.
58. The senior management team is fully involved in all decision-making and contributes very effectively to the leadership and management of the school. All subject co-ordinators are given time each year to monitor all aspects of their subject, including teaching and learning and their evaluations form the basis for their annual action plan. They also manage their own budgets This is

a good improvement since the last inspection. New literacy and numeracy co-ordinators were appointed in September. Although they have been instrumental in the target setting process, they do not yet have an overview of teaching and learning across the school. The impact of co-ordinators on standards is less evident in subjects that have not yet been a priority for development.

59. The leadership by the two special educational needs co-ordinators is good. One is responsible for the Foundation Stage, Years 1 and 2 and the other for Years 3 to 6, with an overlap for Year 3 pupils to ensure a smooth transition from the infant to the junior departments of the school. They work well together as a team and have a clear understanding of their individual roles. Both ensure that individual education plans have specific and measurable targets for pupils and that they are reviewed regularly. The education plans are discussed with pupils and parents and parents are given a copy. Teaching assistants who work with pupils with special educational needs feel very well supported by the headteacher, teachers and the two co-ordinators and feel positive about their roles. They are given weekly opportunities to plan with their class teacher and to discuss pupils, as well as regular opportunities to discuss issues with the special needs co-ordinators. The co-ordinators liaise well with the educational psychologist and visiting teachers who support pupils from Travellers' families and those who speak English as an additional language. All of these factors contribute well to the good achievement of these pupils.
60. The determination and capacity of the school to raise standards further, by improving the quality of teaching and learning, is seen in the focused use of the performance management process. This has been developed as a very positive tool to support the key priorities on the school improvement plan and is carefully linked to well-planned training. All members of staff are appraised as part of this process and encouraged to take part in training. The school also makes very good use of other initiatives, such as the early and additional literacy strategies, as well as schemes such as Investors in People, the Healthy Schools' Award. Innovative strategies such as the Thinking Hats and Accelerated Learning, are used well to provide further support for pupils' learning and school improvement. The headteacher manages the additional bureaucratic demands, arising from implementation of national initiatives effectively. She does this, for example, through the effective use of information and communication technology and by delegating very well, thereby providing additional management experience for a number of teachers, while ensuring that the demands do not detract from the benefit to pupils.
61. One of the key factors in the improvements in standards and the quality of education since the last inspection has been the systems that the headteacher has put into place to support a very comprehensive approach to all aspects of monitoring and evaluation. A well-structured pattern of lesson observations has been set up involving the headteacher, senior management team and subject co-ordinators as well as local education authority advisers. The subsequent discussions and action points agreed with teachers have contributed well to improving the quality and consistency of teaching and learning. The pairing of teachers with a member of the senior management team for joint observations has also helped to share expertise and good practice. All initiatives are carefully evaluated in terms of their impact on pupils' progress.
62. The headteacher has increasingly involved all staff and governors in reviewing all aspects of the school in order to identify strengths to build on and priorities for improvement. These form the basis for the school improvement plan, which reflects the shared sense of purpose well and provides a clear, well-prioritised agenda to support ongoing improvements in standards, teaching and all other areas of the school, although some of the success criteria could be more precise.
63. Very good use is made of performance data to track progress of individual pupils, through appropriate information systems. This is a very good improvement since the last report. The outcomes of the detailed analyses are used to identify areas of specific weakness. These form the basis of linked curricular targets that are set at school, year group and individual level. The outcomes are also used to raise expectations through the setting of challenging numerical targets for every year group and to identify individual pupils in need of additional challenge or support in the core subjects. This is provided through a wide range of small groups, again in every year group, led by very skilled, well-trained special educational need teachers and teaching assistants, both in

and out of the classroom. Pupils make very good progress in these groups and because of the number of pupils involved, this has a significant impact on their overall achievement and the rise in standards.

64. Governors are very committed and supportive of the school and carry out their statutory duties well. Although several are recently appointed, they take an active and effective part in the leadership and management of the school. The partnership and teamwork between staff and governors is clearly evident and contributes very well to the common sense of purpose. Governors are linked to key areas of the curriculum and several work regularly in school. All of this, together with the role of their data committee in reviewing school performance and detailed information from the headteacher, has helped to inform their clear view of the strengths and weaknesses of the school and of what is needed to continue to take it forward.
65. The quality of financial planning and management is very good. The funds received by the school are used very effectively to support the school priorities. Very good use is also made of specific grants, for example, to increase the number of teaching assistants and so extend the successful group support for pupils. The effectiveness of such spending decisions is carefully evaluated in relation to individual pupils' progress and school performance. Most of the budget surplus last year was a planned carry forward for the re-roofing of part of the school, which has now taken place. Principles of best value are applied well and contribute to the improved cost effectiveness of the school. For example, the school ensured through careful research and discussion that they obtained best value for money when purchasing the interactive whiteboards. Parents are consulted regularly, both informally and through annual questionnaires, while pupils are consulted through the school council, which reports regularly to the governing body. Office staff, teaching and support staff make increasingly good and confident use of new technology, both to increase the efficiency of their work and to enhance pupils' learning, as with the use of the interactive whiteboards.
66. The induction of new teachers, newly qualified teachers, supply teachers and teaching assistants is very good and has been maintained since the previous inspection. During the inspection week, a newly qualified teacher spoke very highly of the support she was being given during her induction year by her mentor and all staff. A temporary teacher, covering a maternity leave, also praised the support he was given. Teachers new to the school are given good guidance about the policies and practices in the school. The potential for training teachers is good and good links have been established with the initial teacher training institutions at Roehampton and Kingston.
67. The match of teachers and support staff to meet the demands of the curriculum is good and has been further improved since the previous report. Teachers are suitably qualified. There is a good balance in their total experience and they are deployed effectively. The teaching assistants, many of whom already have, or are working towards, national qualifications, provide skilled and very effective support for pupils, which contributes well to their good achievement. Administrative staff give efficient and helpful support. Lunchtime supervisors support the school well, especially in the consistency of behaviour management. This is partly because of training they have received, but also because a number also work as teaching assistants and so have a good knowledge of the pupils and very good relationships with them.
68. The accommodation is good and the use of space has improved since the previous inspection. It is well cared for and displays provide an attractive learning environment. The large combined hall and dining room provides adequate space for indoor physical education lessons and a permanent area for lunches, a breakfast club and an after school club. The outdoor area and facilities for the Foundation Stage have been improved considerably since the last inspection and are used well to support children's learning in all areas of their learning. The school benefits from a computer suite suitable for whole class lessons, a small special educational needs withdrawal room, a large room for the special educational needs unit and an art area, which is also used for withdrawal groups for additional support for English and mathematics. Good use is also made of available space in corridors and between classrooms, which allows for good opportunities for the small group teaching, which contributes well to the good achievement of pupils. The library has recently been refurbished. It is spacious, well stocked and used well to encourage pupils' interest in reading. The caretaker and cleaning staff maintain the building well and ensure that it is clean and welcoming.

69. The level of resources is good overall and has been maintained since the previous inspection. They are good for the Foundation Stage, for English and the library and for mathematics, design and technology and information and communication technology. The ratio of computers to pupils is above the national average and all classes have an electronic whiteboard, linked to a computer, which allows for teachers and pupils to share and present work in a variety of ways. In all other subjects resources are satisfactory. The grounds are a good size with a large grassed field and large hard playground, which contribute well to outside activities such as physical education, science and drama.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of the school's many strengths, the governors, headteacher and staff should address the following matters in their action plan in order to raise standards and the quality of education further:

- a) Improve the weaker aspects that remain within the overall good quality of teaching in order to raise it still further especially in science and mathematics by*:-
 - ensuring that teachers match tasks more effectively to the needs of pupils of differing levels of attainment ;
 - providing pupils with more open ended tasks in mathematics and science in particular to develop their investigative skills;
 - securing a consistent, manageable approach to marking that helps pupils to know how well they have met the objectives of the task and what to do to improve their work.
 - establishing a common approach that raises teachers' expectations of the quality, amount and presentation of written work.(see paragraphs 7-9, 17,20,28-30,34,51,95,97,105,109,120,134,140-1,173)

- b) Further improve the poor attendance rate by*:-
 - continuing to stress to parents the importance of their children coming to school regularly and the disruption to their learning caused by family holidays taken in term time.(see paragraph 18)

**The school has already identified these areas for development.*

THE WORK OF THE SPECIAL EDUCATIONAL NEEDS UNIT (The Literacy Unit)

70. The school makes very good provision for pupils with specific learning difficulties or dyslexia, sometimes associated with language impairment or emotional difficulties. The ten-place unit, known as the Literacy Unit, has played an important role catering for pupils with specific learning difficulties, aged from 7 to 11 years from a wide area. However, due to the increasing success of schools providing support for pupils with special needs, admissions to the unit have fallen and the local education authority has taken the decision that it will close at the end of the summer term 2003.
71. The five Year 6 pupils, who are the last group to be attached to the unit, are registered with a class in their year group and fully integrated into the general school curriculum, while also being withdrawn for specialist small group teaching in the unit. The timetable for pupils attached to the unit is designed around their main school class timetable to minimise any disruption to their curriculum. For example, unit pupils are withdrawn during the literacy hour to follow a modified lesson based on the main school literacy lesson planning. The support they receive is closely matched to their special needs as outlined in their statements of special need. Each pupil has an individual education plan set by the pupil's teacher, containing three or four objectives focusing on the 'next steps' needed to overcome that pupil's particular special needs.
72. As a result of the very good provision and the very good teaching they receive, the pupils make good progress, both towards their own termly targets and generally in reading, spelling and reading comprehension. Pupils who have been at the school since Year 3 often make very good progress. In the Year 6 national tests last year, for example, one pupil reached Level 4 in English and two reached Level 4 in mathematics and science.
73. Class teachers as well as the specialist unit teacher are very aware of these pupils' needs, and this is reflected in the pupils' very good attitudes and behaviour during lessons. The school is particularly successful in generating a welcoming attitude to all its pupils who have special educational needs, including those attached to the unit. Staff set a good example providing the right support for each pupil regardless of their difficulties. The teacher in charge of the literacy unit provides well-planned support for each pupil that is based firmly on their needs. They also benefit from very good quality teaching assistants who work hard to provide the support pupils need, by emphasising effective communication techniques and providing basic skills support. This helps them to successfully participate in the main school lessons and activities, as they work alongside their peers. They are also helped to make good progress by the positive attitudes of teachers, teaching assistants and other pupils.
74. Good quality assessment also contributes to the pupils' good achievement. Annual reviews and individual education plans provide a useful overview of pupils' progress, which is carefully monitored, and information from ongoing assessment is used appropriately to inform new targets for future improvement. Parents are involved and informed at all stages of pupils' assessment and review and are encouraged to attend meetings arranged to review their child's progress and to contact the school at other times to discuss any concerns.
75. The day to day management of the Literacy Unit is very good. The teacher in charge has regular meetings with the school's special educational need co-ordinators and class teachers to ensure the continuity of the pupils' programmes of study. The provision for the unit pupils is supported and monitored very well by the headteacher and governing body. They have agreed with the local education authority that the unit should be closed at the end of the summer term as the last unit pupils transfer to local secondary schools.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	12	29	23	1	0	0
Percentage	2	18	44	35	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	261
Number of full-time pupils known to be eligible for free school meals	40
Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	77
English as an additional language	No of pupils
Number of pupils with English as an additional language	10
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	9.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	11	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	13	11
	Girls	10	10	10
	Total	20	23	21
Percentage of pupils at NC level 2 or above	School	77 (72)	88 (81)	81 (83)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	12	14
	Girls	10	10	11
	Total	23	22	25
Percentage of pupils at NC level 2 or above	School	88 (75)	85 (81)	96 (78)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	18	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	12
	Girls	15	14	18
	Total	25	23	30
Percentage of pupils at NC level 4 or above	School	74 (72)	68 (54)	88 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	13
	Girls	15	15	16
	Total	24	25	29
Percentage of pupils at NC level 4 or above	School	71 (66)	74 (66)	85 (78)
	National	73 (72)	74(74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	251	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	3	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.6
Number of pupils per qualified teacher	19
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	269

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Financial information

Financial year	2001/2002
	£
Total income	654467
Total expenditure	626852
Expenditure per pupil	2410
Balance brought forward from previous year	57193
Balance carried forward to next year	84808

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	261
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	5	0	0
My child is making good progress in school.	65	34	2	0	0
Behaviour in the school is good.	48	35	7	2	7
My child gets the right amount of work to do at home.	35	45	19	0	0
The teaching is good.	72	25	0	0	3
I am kept well informed about how my child is getting on.	47	42	8	3	0
I would feel comfortable about approaching the school with questions or a problem.	73	21	3	3	0
The school expects my child to work hard and achieve his or her best.	61	32	6	0	0
The school works closely with parents.	50	35	15	0	0
The school is well led and managed.	55	35	6	3	0
The school is helping my child become mature and responsible.	54	33	10	0	3
The school provides an interesting range of activities outside lessons.	50	37	6	5	2

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

76. Good provision has been maintained in the reception classes since the last inspection. Consequently, children are presented with a well resourced and carefully planned curriculum designed to meet their needs that ensures a good start to their education. The outdoor play area provides a good additional resource that is used well and this is an improvement since the last inspection, when lack of a suitable play area was a key issue. All children join the reception classes at the beginning of the school year in which they will be five, with the younger children attending part-time until January. Children's attainment on entry is below average overall, with some having poorly developed speaking and listening skills in particular. However, good and sometimes very good teaching ensures that children learn and achieve well in all areas of the curriculum and especially in speaking and listening. This is because all staff are very skilled at asking questions that encourage the children to talk both to each other and adults. They also provide plenty of opportunities for role-play that also encourages practice in communication skills. The quality of teaching and learning in the reception classes is good overall in all the areas of learning for the children. This reflects the well-established routines and planning followed by staff in the temporary absence of the Early Years co-ordinator. It is also due to the good skills and very good teamwork between the newly qualified reception teacher, the supply teachers and teaching assistants.
77. By the end of the Foundation Stage, the majority of the children are on course to meet the early learning goals in their creative, physical, personal, social and emotional development and in their knowledge and understanding of the world. However, despite the good input from adults, most children do not meet all of the early learning goals in their communication, language and literacy and mathematical development.
78. Staff create a colourful and secure learning environment in which children are encouraged to investigate and explore. They also have very high expectations of behaviour and have established routines that ensure that children learn to respect, not only each other but also toys, equipment and class pets that they help care for. Adults provide very good role models, co-operating well and treating each other with courtesy and respect, expectations that they extend to the children. School conventions are quickly established, for example, during registration children mark their own registers that they have made and are quick to remind the teacher should she 'accidentally' forget to take the dinner register.
79. A particular strength is the on-going assessment undertaken by all staff. They observe the children well and use the notes that they make to plan together, in detail, what the children should learn next. These observations also enable staff to give focused support to any children who have special educational needs and whose behaviour or work in a particular area needs additional support. Accommodation is good with a large teaching space shared between both classes and a secure, covered, dedicated, readily accessible area that is well resourced and acts as an outdoor classroom.

Personal, social and emotional development

80. Very good induction procedures ensure that both children and parents are made to feel very welcome and are given opportunities to attend and explore the reception class together in the term before the children start. As a result, children quickly settle into class routines and are consistently encouraged by all staff to play and share equipment with each other. This was frequently observed, with children willingly taking turns on their 'favourite' bicycles or moving to another activity without being told if their chosen game was already being used. Staff establish a good balance of activities as children are taught directly in most sessions before being given the opportunity to choose. During the period of direct teaching, the children know that they must listen and follow instructions. As a result, a sense of purpose is created as they complete their tasks as observed in a 'Jolly Phonics' lesson when they worked diligently, repeating rhyming words. Staff

boost the children's self esteem well, praising their efforts at every opportunity as observed during a music lesson when children were encouraged to give themselves a 'double pat on the back' for their efforts.

81. The reception classes are totally inclusive with all children having equal access to all activities. They are encouraged to work independently when appropriate, for example when completing their journals and also to co-operate as one child explains that 'we must take turns' before the class disperses to various activities. Staff have high expectations of behaviour and as a result the overall standard of behaviour is good. Routines such as the teacher saying 'stand up tall and touch the ceiling' attracts the children's attention immediately and as a result they stop and listen and then follow instructions. This effective control helps create a very ordered and controlled environment in which the children's personal and social skills can develop well and they develop very positive attitudes to both work and play. As a result, the majority of children will have achieved the early learning goals for this aspect of their learning by the time they enter Year 1.

Communication, language and literacy

82. On entry to the reception classes a significant number of children show a delayed development in their speaking, listening and writing skills. Consequently the school has made the development of the children's speaking and listening skills a priority and all staff take care to ask questions that encourage the children to reflect and explain and also to give them plenty of opportunities to talk to each other and other adults. As a result, most children achieve well in this aspect of their learning answering in full sentences with some justifying their thinking well. However, a significant number of children are unlikely to achieve all of the early learning goals for this aspect of their learning before they enter Year 1.
83. Plenty of opportunities are given to children to practice their writing skills in classrooms that contain numerous displays reflecting key words, alphabet friezes and where everything is labelled. Children write each day in journals and on white boards, when they practise writing the sounds that make up words. They trace letters in damp sand, use staplers and hole punches in the 'office' in the writing corner, make collage pictures of individual letters. They use the computer well to not only practice writing their names but also to play games that support their reading skills. However, scrutiny of children's books indicate that many still write letter strings with inconsistently formed letters. Teachers often model writing for children in lessons and in their books. This practice now needs to be extended to raise standards still further. The majority of children are unlikely to achieve the early learning goals for this aspect of their learning before they enter Year 1.
84. Children have access to a wide range of appropriate reading books and are encouraged to take them home to share with parents. 'Book sacks' have also been made for children to take home and these have tapes, relevant toys and games all related to the fiction and non-fiction books that they contain. As a result, children are interested in stories and they listen well as teachers read. For example, when the story of 'Dogger' was read, the children were able to understand the meaning of the word 'precious' and relate this to possessions and people that they value. They handle books confidently and enjoy talking about the pictures some retelling the story with enthusiasm. A significant minority can read key words but the majority are not in line to achieve all of the early learning goals for this aspect of their learning before they enter Year 1.

Mathematical development

85. Good teaching promotes mathematical development well and children are developing positive attitudes to this aspect of their learning. Some of the children count confidently to 20 and beyond and are beginning to count back from 10 to 1. The teacher uses a puppet well to hold the children's attention. In one lesson, for example, and they were enthralled as it whispered sequences of numbers into the teacher's ear and the children had to spot the deliberate mistake. Interactive displays encourage the children to sort and match shapes and most can identify triangles, squares, circles and rectangles. The computer is also used well to support this aspect of their learning with a 'sorting shapes' game set up at the beginning of the session. The classroom environment encourages the children to apply what they have learned. For example a

'jungle frieze' has questions encouraging them to count the animals, and identify the different colours and shapes. The hands on 'cardboard' clocks are set to key times during the school day and these are frequently referred to by the teacher, a good introduction to telling the time. Abaci, sorting trays and repeating patterns with beads are all available for the children to use. However, the children's below average language skills inhibit the development of basic number skills because not all children understand the language associated with number. Whilst most achieve well, with a significant minority achieving the early learning goals by the time they enter Year 1, the majority are unlikely to do so.

Knowledge and understanding of the world

86. A significant minority of children enter the nursery with a low level of general knowledge. However, good teaching and a broad, balanced and well-planned curriculum ensure that the majority of children are likely to reach the early learning goals for this aspect of the curriculum by the time they enter Year 1. The outdoor environment is used very well to stimulate children's interest and powers of observation. They explore the field looking for mini-beasts and learn the importance of providing and maintaining various habitats. This work is consolidated in the classroom with the painting and modelling of ants, ladybirds and spiders. The children observe tadpoles closely and explain that 'they have little things waving in the water behind their heads (gills) and they eat grass (water plants)!' Teachers have created a Chinese restaurant in a shared teaching area and the children have talked about healthy diets making and tasting noodles that 'are soft and we like the feel of them in our mouths.' Daily routines ensure that children observe and record the weather. All have the opportunity to select appropriate materials and develop building, constructing and joining skills through such activities as model building with large construction kits, working with play dough and glueing models from 'found' materials. They learn to care for their guinea pigs and stick insects and know that all living things need water. A start has been made on building a 'sensory garden' that will focus on all five senses and children also have the opportunity to grow plants both inside and outside the classroom. Children have drawn what happens to 'smarties' when they are placed in water and used computer programs successfully to make designs and pictures.

Physical development

87. Most children are likely to meet the early learning goals for this area of learning by the time they enter Year 1. Children have regular access to an outdoor play area and use a range of wheeled vehicles confidently often co-operating well when one tows another or whilst waiting for a turn. They have fewer opportunities to climb and to crawl under and over objects. They handle tools and materials safely often showing very good fine motor control, for example, when drawing round and cutting out templates. In a physical education lesson observed, children got changed independently and then jumped and bounced in different ways responding well to instructions. They understand about the impact of exercise on their bodies. One child commented that the warm-up 'helps loosen up your muscles.'

Creative development

88. At the end of their year in the reception class, most children reach the early learning goals in this area of learning. The role-play area is set up as a doctor's surgery and a child explains that he is a doctor, 'because I have my rubber gloves on,' as he deals with the next patient and organises the nurse. They experiment with straight, zigzag and curvy lines; rub over shapes with wax crayons; create marbling patterns and use pastel crayons to draw Winnie the Witch. Scrutiny of books shows that, with adult support, they have designed and evaluated robots, cars and houses. The children make collage pictures of numbers and letters to consolidate their learning in English and mathematics and the walls are adorned with self-portraits. They sing well, beating out different rhythms to represent different birds in the song that they sing. They continued this lesson outside, utilising space well and shaking bells and banging drums to represent the different animals. Resources could be further improved by providing more opportunities for children to climb and equipment such as uniforms, road signs and associated equipment that would encourage role-play still further.

ENGLISH

89. Pupils enter the school with language skills that are below average. However, good and often very good teaching ensures that pupils achieve well and reach average standards in all areas of the subject by the end of Year 2. Standards remain average at the end of Year 6, with the improvements shown last year sustained, even though there is a high proportion of pupils with special educational needs, including several who attend the Literacy Unit. Pupils of all levels of attainment in Year 6 have achieved very well in comparison with their results in the national tests at the end of Year 2. There are several reasons for this. The school uses assessment information well to identify pupils in need of additional support or challenge, either individually or in small groups. These sessions take place regularly, are well planned and the teaching in them is very good. This additional provision has a very positive impact on standards and on pupils' individual rate of progress, enabling many to reach average standards by the time they leave the school. It also means there are fewer pupils in some class lessons and in these smaller classes, pupils are taught well and receive more individual attention. Staff are also very familiar with the literacy strategy and implement it effectively. Finally the two initiatives recently introduced, Accelerated Learning and Thinking Hats, both impact positively on pupils' speaking, listening, reading and writing skills.
90. Standards in speaking and listening are average by the end of Year 2 and Year 6, with a significant minority of pupils reaching above average standards. In Year 2, in a lesson on information and communication technology, pupils listened carefully and followed instructions well helped by the teacher's clear exposition. Pupils are regularly encouraged to talk with each other before answering questions and this practice promotes speaking and listening skills well. Teachers and teaching assistants are also very skilled at asking questions that help pupils to reflect and consider before they answer and they often guide pupils in their thinking by suggesting a particular Thinking Hat for them to 'wear'. For example, at the end of lessons, pupils are often asked to wear their 'black hat' to encourages them to reflect, recall and discuss with the class any problems that they have encountered during the lesson.
91. In a Year 6, pupils answer questions confidently and clearly, helped by a number of effective strategies used consistently by the teachers. For example, in one lesson, a 'decibel clock' on the wall is set to 'quiet talking' and the teacher referred to it before asking pupils to share opinions with a partner. In response, they talked in whispers and engaged in intense discussion. This helped them to clarify and articulate their ideas and then to respond well to the teacher's questions. In such ways, good emphasis is given to speaking and listening for the older pupils, while the use of the Thinking Hats helps them to structure their discussions, both with the teacher and each other, so that these are focused and promote learning well. In all other classes, pupils are also encouraged to join in discussions often encouraged by the teacher's enthusiasm. In an additional literacy session with a small group of Year 3 pupils, the teacher's presentation and review of previous learning was so lively that it encouraged all the pupils to want to contribute. Similarly in a Year 5 lesson, pupils were motivated and contributed well because of the engaging manner of the teacher. Teaching assistants ensure that all pupils are included, often explaining to pupils with special educational needs exactly what the teacher means and encouraging them to answer questions when possible, thereby boosting their self-esteem.
92. Standards in reading are average at the end of Year 2. Pupils learn to read expressively and with understanding helped by the way that teachers model reading very well, using very good expression, as occurred in Year 1. Here, after listening attentively to the teacher, the pupils read the passage together ending with a very loud 'pop' – expressed clearly and well! Pupils use a good variety of ways to tackle unfamiliar words well because phonic skills are taught well. In a guided reading session, for example, in the same class, the teaching assistant asked a pupil to explain how he had managed to read the word 'looked.' He replied, 'I took away the 'ed ' saw the word look and put the 'ed' back to make looked.' In a Year 2 lesson, the teacher focused on the difference between antonyms and synonyms. One pupil explains that the word 'wicked' could have two meanings. The teacher used the opportunity well to explain the importance of reading words in context. Pupils have developed very positive attitudes to reading by the end of Year 2 and talk

about characters and plots. This is helped by a weekly session in the school library, when they are encouraged to take at least three reading books home each week to share with their parents.

93. By the end of Year 6, the majority of pupils read well and have developed positive attitudes to reading both for pleasure and information. The access they have to a good range of books, both fiction and non-fiction in the well stocked library supports this well. Their information retrieval skills are good as teachers provide good opportunities for them to practise these. Pupils are confident readers and willingly talk about the plot, favourite characters and predicting what may happen next. A pupil in Year 6 explained that her favourite author is Isabel Bird, 'because of the way she describes peoples' feelings'. The good modelling of reading by teachers continues into the junior classes and this serves to emphasise the importance of expression, the use of picture clues and determining the meaning of words from the context. This was observed in Year 3, when the teacher used the interactive whiteboard very well to display a colourful version of the Pied Piper of Hamlyn that was read by the teacher and then the class. The pupils put on their black hats and identified words that they didn't understand. This generated an interesting class discussion with pupils helping each other to explain the meaning of the words in the context of the poem and extended their vocabulary well.
94. Standards of writing are average at the end of Year 2. National test results show that the standard of writing, especially for boys, improved last year. The school used assessment well to identify where improvements were needed and provided extra time in lessons for pupils to write at length. Analysis of work shows that many pupils now express themselves well. For example, in Year 2, a pupil wrote about wizards, 'I could fit a mountain into a cup if I wanted to or put the sea into paper cup and drink it all up.' Teachers apply the literacy strategy well and this is having a positive impact on the content of pupils' writing. However, standards of handwriting and presentation need to improve further. The school has recognised this and a new handwriting scheme was introduced at the beginning of the year. To date this has had little impact and the majority of pupils still print their letters.
95. Standards of writing in Year 6 are average, maintaining the improvement gained last year. Pupils write for a good range of purposes and audiences. This is because teachers have implemented the literacy strategy well and provide varied opportunities for pupils to write. Pupils are improving the structure of their writing because, for example, teachers make very good use of the interactive whiteboards to display and model different types of writing and to regularly involve the pupils in adapting and amending text to improve it. These are good examples of the good use teachers make of information and communication technology to promote pupils' language learning. Pupils are encouraged to write for different audiences and purposes. For example, Year 5 and 6 pupils produce a newspaper called 'The Salfords Special.' This contains interviews with staff, competitions, letters from pupils, poems and sports reports. They use informal language to attract entries to a competition, as in 'Hi guys, do you wanna win some sweets cos if you do, enter the drawing competition.' They confidently change to an appropriately formal style, as adopted in the leading article, 'This month we interviewed Mrs Trainor and we got some great answers.' Pupils write poems and use descriptive words well as in this acrostic poem on the tiger that begins
- T**all and proud
Inconspicuous and cautious
Great and fierce
- In some year groups books are marked frequently by teachers. However, inconsistencies in the quality of pupils' presentation shows that teachers' expectations with regard to this are too low and there is little evidence that the newly adopted handwriting scheme is having a positive impact on standards.
96. The quality of teaching and learning is good overall with a high proportion of very good teaching in Years 1 and 2 and in the withdrawal groups where very detailed planning and knowledge of the pupils' levels of attainment and needs make a very positive impact. Throughout the school, teachers use the Thinking Hats very well to encourage focused thinking on all aspects of work. This system has become integrated very well into the way in which English is taught in all classes and groups and impacts very positively not only on pupils' attitudes but also on how they approach learning in all aspects of literacy. As one parent said, 'They not only teach my child facts, but they

also teach him how to think.' Classrooms are festooned with notes and advice to guide pupils in their English work and some teachers refer to this constantly, making the room a workshop for the pupils. For example in a Year 6 class the teacher had displayed the week's objectives, useful words, parts of speech and story writing guidelines. Teachers encourage pupils to talk to each other in every lesson and this encourages high quality collaborative group work ensuring that all pupils, including those with special educational needs and those who speak English as an additional language, are included well and play a full and active part.

97. Pupils are managed very well throughout the school and this helps lessons proceed at a good pace and pupils to concentrate well and develop a very positive attitude to the subject. Another strength of teaching is the way in which teachers question pupils to encourage reflection and comment, especially at the end of the lesson. This helps them to assess very well those aspects of the lesson that have gone well and those aspects that need further reinforcement in order to secure learning for all pupils. In order to improve pupils' learning still further, teachers need to ensure that different tasks are given to average and higher attaining pupils more often to challenge them more effectively. Teachers make satisfactory use overall of opportunities in other subjects to reinforce pupils' literacy skills, although the limited amount of written recording undertaken in some classes means that such opportunities are not fully exploited. The marking of books also needs to improve. Currently, work is marked with younger pupils where possible and all pupils are encouraged to self-correct. Whilst this is laudable, in reality it means that words are often scribbled out when corrected and because teachers rarely write in pupils' books, opportunities to model handwriting, ask questions and to raise standards of presentation are lost.
98. The school has a good range of books and other resources to support both teachers and pupils. The library is attractive, well stocked and well used, with plans in hand to introduce a computerised system of recording books lent. The co-ordinator, who is also the deputy head teacher, only took up her role regarding English in September. She has a very clear overview of standards and needs in Years 1 and 2 and now should extend this to Years 3 to 6 with which she has less contact.

MATHEMATICS

99. Standards at the end of Year 2 and Year 6 are now broadly average, showing a good improvement from the national test results last year and those at the time of the last inspection. Children enter the school with lower than average mathematical skills. Overall the pupils, including those with special educational needs and those pupils who speak English as an additional language achieve well over time, in relation to their prior attainment. The school has made good improvement since the last inspection.
100. Most average attaining pupils in Year 2 have a secure understanding of the process of addition and subtraction and add small two-digit numbers, like eleven to larger two-digit numbers. Higher attaining pupils are at an early stage of division and use 'hops' on a number line to help them to calculate fourteen divided by two. Pupils of different attainment levels recognise a right angle, as in the Year 2 lesson where pupils used their 'right angle gobbler' to find examples in and around the classroom, with lower attaining pupils being supported in this. Pupils recognise simple two and three-dimensional shapes but average and lower attaining pupils cannot work out the number of faces or corners of the latter accurately. They are developing appropriate problem solving skills.
101. The majority of Year 6 pupils have a sound understanding of number and the four operations and work accurately when adding and subtracting decimals and rounding off decimals to a required number of decimal places. They find percentage parts of various quantities but in general these are not accurately completed. They draw nets of a square-based pyramid and know that the three angles of a triangle add up to one hundred and eighty degrees. They use a conversion graph to convert euros to pence and vice versa. Higher attaining pupils work accurately finding percentages and draw nets of cuboids and square-based pyramids and lower attaining pupils add and subtract percentages appropriately.

102. Pupils' competence in numeracy is used satisfactorily in other curriculum areas through, for example, the use of temperature and rainfall spreadsheets in information and communication technology and the use of time lines to calculate time spans in history. The school does not yet support pupils' mathematical development with planned experiences across other areas of the curriculum as effectively as it could.
103. The quality of teaching overall is satisfactory. In Years 1 and 2 it is good and in Years 3 to 6 it ranges from satisfactory to good but is satisfactory overall. The quality of teaching in class lessons is broadly similar to that noted during the last inspection. Teaching assistants and the special educational needs co-ordinators are used very well to provide regular support groups for pupils in every year group, who are felt to need extra challenge or help. Initiatives such as Springboard mathematics are also used well for this purpose. As a result, pupils' learning in these 'booster' groups is invariably good and helps to raise pupils' attainment, particularly in Years 3 to 6. These additional sessions contribute well to the overall good achievement of pupils in these years.
104. In all lessons, learning objectives are made clear to the pupils at the start of the lesson and usually referred to again in the review session at the end so that pupils have a clear understanding of what they have learned. Teachers' planning indicates that they have identified key words for use in lessons and these make a positive contribution in pupils' acquisition of mathematical language and literacy enhancement.
105. Teachers have a clear understanding of the key mathematical skills required and teach these effectively. In a Year 3 lesson the teacher structured the mental starter well, increasing the level of difficulty of the task to help pupils to be able to find multiples of ten which combine to make one hundred. In the majority of lessons, teachers aim to match work to pupils' needs. However, the match of task to need is often not appropriate and lower attaining pupils are unable to undertake a task without support from teaching assistants and consequently are not developing independence in their learning. In some lessons, higher attaining pupils are not appropriately challenged either.
106. Teachers employ effective methods, particularly in Years 1 to 3 to captivate the interest of the pupils. In a Year 2 lesson, for example, the pupils concentrated hard, using linked question and answer cards in order to be able to respond when they thought it was their turn. In this lesson, motivation was high and the resulting learning very good. The use of Thinking Hats is also consistent throughout the school and this effectively focuses pupils' attention on a particular aspect of learning.
107. Teachers manage pupils well and good relationships exist between the pupils and pupils and teachers. Teachers are able to include pair or small group work in their lesson plans and know that pupils will collaborate effectively. In Year 1, for example, pairs of pupils worked well together rolling three dice to produce three digits to total. This and similar activities contribute well to pupils social development.
108. Teachers know their pupils well and individual targets are used appropriately to focus learning. Teachers question pupils sensitively, being well aware of their differing levels of attainment. In the most effective lessons, teachers encourage pupils to give full clear explanations and question the class about alternative methods. In these lessons there is generally a high level of participation by pupils. In mental arithmetic sessions, the use of open-ended questions or different questions to cater for pupils of differing levels of attainment within the classroom is more limited. Teachers make good use of information and communication technology. For example, they have integrated the use the interactive white boards well to support day to day teaching and learning.
109. The quality of teachers' marking and pupils' recording and presentation of work is variable. Pupils do the majority of their written work in 'jotters' and the pupils mark a large proportion of this work themselves. This work is generally not presented clearly and there are examples of pupils using these books for drawings unrelated to mathematics. Pupils complete a smaller percentage of work in exercise books and in these, the logical presentation of work is of a better standard, although

even here the presentation of work is variable. At best, all work in the exercise books is marked but rarely annotated with helpful comments for the learner.

110. The good standard of curriculum provision has been maintained since the last inspection and all attainment targets are addressed well. Assessment procedures are very good and have improved since the last inspection. The analysis of the results of statutory and non-statutory tests is carried out very effectively and used very well to track individual pupils' progress and to monitor the progress of the various groups within each year group. The school then responds promptly to this and adjusts the composition of groups within the classroom or 'booster' groups in order to enhance learning. Assessment is also used very well to refine and develop the curriculum through the use of linked targets at school, year group and individual levels and this is also having a positive impact on pupils' attainment.
111. The subject co-ordinator is new to this position but is enthusiastic and already raising the profile of the subject through the introduction of a 'problem solving board', which is well supported by the pupils and changed weekly. The monitoring of teaching and learning is in line with the school structure but does not allow for different aspects of monitoring to run side by side so that concerns can be identified and dealt with promptly.

SCIENCE

112. During the inspection week the majority of lessons observed were in Years 3 to 6. It was only possible to observe one lesson in Years 1 to 2. Therefore, judgements for the end of Year 2 are based on the one lesson observed, the scrutiny of pupils' work, scrutiny of planning and assessment files and discussions with teachers, pupils and the subject co-ordinator.
113. Inspection evidence shows that by Year 2, pupils' attainment is above average and pupils achieve well. By Year 6, there has been good improvement since last year and since the last inspection and pupils' attainment is now broadly average. This represents good achievement for these pupils, including those with special educational needs and those who speak English as an additional language, in relation to their prior attainment, which was below average overall in their national tests at the end of Year 2. This good achievement can be attributed to the impact of the good teaching observed in Years 1 and 2 and the impact of the very good support given by teaching assistants in lessons and in withdrawal groups throughout the school. Standards are not yet as high at the end of Year 6 as they are at the end of Year 2. This is partly because the quality of teaching in class lessons in Years 3 to 6 is satisfactory overall. It is also because the improvements made by the school since the last inspection have not had time to impact fully on the older pupils, but also because teachers do not give pupils enough opportunities to fully extend their investigative skills.
114. All aspects of the science curriculum, life processes and living things, materials and their properties and physical processes are soundly covered. By Year 2, pupils ask questions and predict outcomes of their investigations confidently. They discuss and describe the basic conditions necessary for human and animal life. By Year 6, attainment in practical and investigative science and the use of fair tests is in line with expectations but with less evidence of higher attainment than in other aspects of the subject. For example, pupils use charts, diagrams and graphs in a variety of ways to record their results but are only given limited opportunities to design and carry out their own tests and predictions. This was evident in the majority of lessons seen in Years 3 to 6 and also in the scrutiny of work. Pupils are often given the same tasks to do, which are directed by the class teacher. For example, in a sound Year 6 lesson on forces, all pupils carried out the same experiment to test the forces exerted on different sizes of paper when dropped from a specific height. This limited the higher attaining pupils in particular. Pupils were not asked to plan their test beforehand, to make oral or written predictions of their results or to hypothesise. Although they recorded their results, pupils were not encouraged to devise their own methods of recording but were given the same record sheet to use. This is one reason why standards in science have not improved as quickly as in English.

115. Throughout the school, teachers use 'Thinking Hats' well to help pupils develop their questioning, comparison and deduction skills. For example, in a Year 5 lesson about the ideal conditions needed to germinate seeds, pupils were asked to put on their 'green hat' to think about how the experiment could be improved. This focused pupils successfully to think specifically about problems and improvements when carrying out a fair test and resulted in some good suggestions.
116. In their study of life processes and living things, Year 2 pupils name the major organs of the body and the main parts of a flower accurately and can describe conditions basic to animal and plant life. For example, pupils are able to identify the roots, stem, leaves and petals of a flower. They describe the life cycle of animals and humans well. By Year 6, pupils make appropriate predictions and observations related to the major organs of the body. For example, Year 5 pupils can discuss the major functions of the heart and the effect of exercise on it.
117. In their study of materials and their properties, pupils in Year 2 sort objects correctly by texture, colour, shape, flexibility and hardness. They know that certain materials change when heated and cooled. Year 6 pupils filter dirty water through sand in order to test the best ways to filter and clean water and to see if materials mixed with water can be reversed.
118. It is not possible to make an overall judgement on the quality of teaching in Years 1 and 2 as only one lesson was observed. However, in this, the quality of teaching was very good and discussion with the pupils showed that they have good knowledge. The quality of teaching in Years 3 to 6 is satisfactory overall. However, the impact of very effective teaching and support in withdrawal and small group work, especially for the lower attaining pupils, pupils with special educational needs and those who speak English as an additional language, adds to their learning in class lessons and helps them to achieve well overall. For example, in the Year 6 lesson on forces, the teaching assistant supported the lower attaining pupils and pupils with special educational needs very well with well formulated questions and specific use of appropriate vocabulary. She had a clear understanding of her role and as a result pupils made good progress.
119. Teachers manage pupils well throughout the school and set them tasks that they enjoy. As a result, pupils' attitudes and behaviour are good. They are enthusiastic about science, particularly when there is a practical and investigative component to the lesson. They are keen to share their knowledge and understanding with each other. They are co-operative when working in groups and want to learn more. Boys and girls work well together and make similar progress. Pupils are aware of the safety routines and work sensibly. Teachers use the interactive whiteboards well to share the objectives of the lesson with their pupils so that they know what is to be learnt and why. At the end of the lesson, pupils are asked to assess their learning against the objectives, making methodical use of their thinking hats, so that they have a good understanding of what they have learnt. Pupils make good use of their numeracy skills and satisfactory use of their skills in information and communication technology to support their learning in science. For example, Year 6 pupils were observed using a stop-watch with accuracy to record the time it took paper to fall to the ground and the time taken to run across the playground with and without large pieces of card. Pupils were encouraged to take more than one reading and then to find the average time. Good use is made by teachers of the interactive whiteboards to involve pupils more fully in lessons.
120. There is little evidence of teachers using their assessment of previous work to plan tasks for pupils of differing levels of attainment within a class. For example, in the scrutiny of pupils' books, work was similar in content for the higher, middle and lower attaining pupils in each class, with an over emphasis on similar worksheets. Throughout the school, marking of books is mainly a series of ticks to acknowledge that work has been seen, but few teachers use marking as an opportunity to comment helpfully on pupils' work. Work is often untidily presented and misuse or lack of key vocabulary is not corrected.
121. The co-ordinator manages the subject well. She has a good awareness of the strengths and areas for development, which are identified in her action plan. A recent, successful science week gave the subject a high profile and supported the interest and good progress of pupils. Good links were established with local engineers who taught groups during the week and helped to make the subject more relevant to pupils. Resources are generally satisfactory. The spacious school

grounds have not been developed to support the subject but plans are in place to re-site and develop the pond as a resource. The subject contributes well to the spiritual and social development of pupils through the use of 'Thinking Hats' to develop a deeper understanding of aspects being taught and through the way in which pupils work well together.

ART AND DESIGN

122. Evidence drawn from lessons, scrutiny of work, displays and teacher's planning indicates that standards are average by the end of Year 2 and Year 6, an outcome similar to the last inspection. Achievement for all pupils as they move through the school, including those with special educational needs and those with English as an additional language, is satisfactory.
123. The quality of teaching is satisfactory overall, although examples of good teaching were observed. In a Year 1 lesson, for example, pupils were learning to weave with different materials. The teacher encouraged them to talk to each other and review the previous week's lesson. One pupil remarked, 'I need to fix my warp better this week,' and in this way the teacher builds well on the pupils' knowledge and understanding. After completing their work, pupils were encouraged to circulate and suggest ways in which pieces of work might be improved or to comment on what worked well. Teachers are making increasingly good use of information and communication technology to support pupils' learning. In a well taught Year 2 lesson, the teacher used a digital camera linked to the interactive whiteboard and enlarged a pupil's drawing demonstrating to the rest of the class the impact of this technique. Showing pupils drawings by the artists such as William Morris further reinforced this concept and as a result the pupils made good attempts at enlarging aspects of their own drawings made the previous week. Similarly, in Year 6, the teacher used the interactive whiteboard very well to show that an overlapping image gives the impression of movement and pupils reflected this in their work. Some pupils printed silhouettes and others used a stippling brush to create interesting effects. Pupils that had been withdrawn for additional literacy support were included well on their return, as they were asked to comment on the pictures that had been created during their absence.
124. All pupils have visual diaries (sketchbooks) and these were used very well in the Year 2 lesson observed and also to record moving figures in Year 6. However, overall they are not used well to support learning in art and design and their use needs to be reviewed. Pupils talked with enthusiasm of both the visits of a paper sculptor and a puppeteer to the school. Such visits not only have a positive impact on standards but also on the attitudes of the pupils to this subject. The resources for art and design are satisfactory and the co-ordinator has recently invested in materials that will help teachers to plan more effectively for lessons in this subject.

DESIGN AND TECHNOLOGY

125. During the inspection week, it was only possible to observe lessons in Years 3 to 6. No lessons were observed in Years 1 and 2. Therefore, judgements are based on a limited number of lessons observed, the small amount of evidence of pupils' previous work available, teachers' planning, the scheme of work and discussions with staff, pupils and the subject co-ordinator.
126. By Year 2 and Year 6, standards are broadly average and pupils achieve satisfactorily. This is similar to the judgements of the previous inspection. Pupils design and make models from recyclable and commercial materials. However, as found in the previous inspection, designs are mainly drawings of the proposed finished artefact and do not always include detailed measurements or consideration of the materials and resources to be used and opportunities to record an evaluation of the finished product and how it could be improved. Pupils' skills of cutting, sticking and joining are sound and build on previous experiences. For example, Year 2 pupils make glove puppets using thread or glue to join felt material. Year 4 pupils use a variety of materials to build chairs. Year 6 pupils design a paper template, which is then used to produce slippers from chosen materials.
127. It is not possible to judge the quality of teaching in Years 1 and 2 as no lessons were observed. Teaching in Years 3 to 6 is satisfactory overall. The co-ordinator has identified teachers'

knowledge, understanding and confidence in teaching the subject as an area for development. In a satisfactory Year 3 lesson, pupils were asked to design a monster with a pneumatic system to make it move. The task motivated the pupils, but the teacher did not encourage pupils to make a realistic working design of their monsters but, instead, encouraged pupils to use their imagination to draw a variety of monsters, thus not fully developing the learning objective of the lesson. In a good Year 4 lesson, pupils were observed making chairs for a purpose. They were very well managed, motivated and engaged in the task and were given the opportunity to use a variety of materials, including clay, wood and card. The teacher and teaching assistant gave good support, especially for lower attaining pupils, in developing pupils' skills in sawing wood, joining paper and card and shaping and joining clay. However, not all pupils were encouraged to design their chair beforehand and those who did have designs changed the chair as it was being made, or the materials to be used, without evaluating and refining their plans.

128. The leadership and management of the subject is satisfactory. The co-ordinator is new to the role and has a good awareness of the strengths of the subject and the areas for development. She has attended general courses on the role of a subject co-ordinator but has yet to attend a course specifically for design and technology co-ordinators. This is to be addressed in the coming term. The scheme of work and policy has been revised to incorporate nationally produced guidance. The subject is well resourced. The subject contributes well to the spiritual, moral, social and cultural development of pupils. For example, pupils work well together in lessons and use Thinking Hats well to plan and assess their work. Good links have been established with a local fast-food restaurant where Year 3 pupils follow the whole process of designing, making and selling pizzas. The recent school science week also contributed to design and technology with pupils making wind buggies, working lighthouses, straw structures and shadow puppets. A visit by a paper sculptor also contributed to pupils' understanding of how paper can be modelled and joined. No cookery or food technology lessons were observed during the inspection week, though a successful and enjoyable after school club was observed cooking pizzas. The use of information technology to support pupils' learning is satisfactory, but recognised by the co-ordinator as an area for development. Planned opportunities are missed to use mathematics to support the subject through, for example, exact measuring.

GEOGRAPHY

129. Standards are average at the end of Year 2 and Year 6. Pupils, including those with special educational needs and English as an additional language, achieve satisfactorily. These judgements are similar to those in the last inspection.
130. Year 2 pupils identify human and physical features correctly and begin to use their knowledge of localities they study to give reasons for their views. One pupil, for example, explained that she would not like to live in Struay, 'because it is small and doesn't have much shops'. Pupils in Year 1 begin to develop their mapping skills by drawing picture maps of where they live and their route to school. They reinforce these, as well as their reading skills, when drawing maps of 'Rosie's Walk'. Pupils in Year 2 draw maps, for example, to show places visited during a visit to Brighton. These show appropriate development from Year 1.
131. By the end of Year 6, pupils have a sound knowledge of the features of their own locality. A good variety of visits within the area contribute well to this, such as a visit to the reservoir by Year 6 pupils and an enquiry carried out by Year 4 pupils into the problems facing their local environment. This included surveys into noise pollution in school and the use of graphs to show the types and quantities of rubbish found. Such activities also support their work in mathematics well. The annual residential visit for pupils in Year 6, such as those to France last year and one planned to the Isle of Wight this summer, is also used well to broaden pupils' geographical experience. Most pupils develop their mapping skills satisfactorily, although there is no systematic approach in planning across the school to clarify what should be taught in each year group to ensure this.
132. The quality of teaching and learning is satisfactory overall although some good teaching was observed. In a well-taught lesson in Year 2, pupils were comparing the village of Tocuaro in Mexico with Salfords. The teacher captured the interest of pupils very well by setting the context of the

lesson as a flight to Mexico. At the beginning, pupils lined up to board the 'plane' and take their seats, showing their passports (made earlier) to the 'Captain', who talked them through their flightpath details (atlases). Using the pictures and text in their tourist brochures (textbooks), pupils were keen to offer suggestions for information they would like to find out when they 'arrived'. In this way they improved their skills of asking appropriate geographical questions, such as, 'What clothes do they wear?' 'Is there a pyramid in Mexico?' 'What kind of things do they do at school?' Pupils were very clear about what they should be learning as the teacher kept them tightly focused on this throughout the lesson. As a result, they concentrated well as they worked together very well in pairs to identify similarities and differences between Tocuaro and Salfords. At the end of the lesson, the teacher used the Thinking Hats strategy very effectively to help pupils to review and reinforce different aspects of their learning. For example, using the blue hat to summarise their learning - 'They go to school at 1. 30 pm instead of in the morning'. – and the black hat to identify potential problems, - 'It might be too hot'. All of these factors contributed to pupils' good learning in the lesson.

133. Teachers make generally good use of information and communication technology. For example, in a Year 6 lesson about mountain environments, the teacher made effective use of the interactive whiteboard to quickly find an appropriate picture of the Grasmere area of the Lake District. This was to illustrate features of that area for a group of lower attaining pupils who were having some difficulty in identifying these from other sources. As the boards are relatively new, some teachers are not yet fully exploiting their possibilities for supporting pupils' learning. By Year 6, pupils confidently use the Internet to locate relevant information or to enter and interpret data about comparative temperatures, for example.
134. However, past work shows that the same task is usually given to all pupils in the class. This is one reason why there is little evidence of above average work, as higher attaining pupils are not always fully extended. Lower attaining pupils are dependent on additional help from the class teacher to complete tasks successfully. In two lessons seen, where teaching assistants were working with pupils with special educational needs or lower attaining pupils, their very effective support enabled the pupils to participate fully in the lesson. In a significant number of books, handwriting and presentation of work was untidy. No guidance is given to pupils when teachers mark their work over how it could be improved.
135. The co-ordinator manages the subject satisfactorily and has identified some appropriate priorities to raise standards and achievement further, from his monitoring of the subject, such as improving the match of tasks to pupils' needs and planning more opportunities for fieldwork. In the last year, resources for each topic have been increased, and more effective use of information and communication technology promoted.

HISTORY

136. The attainment of pupils at the end of Years 2 and 6 is broadly average as it was at the time of the last inspection. Overall, pupils, including those who speak English as an additional language and those with special educational needs, achieve satisfactorily over time.
137. By the end of Year 2, pupils have a sound understanding of chronology and an appreciation of changes over time. This is developed satisfactorily in Year 1, through an examination of toys of various ages and a comparison with those of the present day and the changes in homes over time. Pupils recognise the importance of the contributions of famous people and the impact they had on the society in which they lived. In a Year 2 lesson, for example pupils examined the life of Florence Nightingale and showed real appreciation of her actions compared to the prevailing customs in those days.
138. By the end of Year 6, pupils develop a deeper understanding of English history through an examination of 'Invaders and Settlers', the Tudors and World War Two, for example, as well as an appreciation of other civilizations, like the ancient Greeks. They use a range of source material in developing appropriate skills of historical inquiry, for example, when trying to ascertain the dates of the first Greek civilization or investigating evidence related to Sutton Hoo.

139. Pupils' have satisfactory opportunities to use and improve their literacy and numeracy skills in history. Sound examples of this are found in the identification of key words in teachers' planning and through the composition of letters written by an 'archaeologist' describing artefacts found in burial ships in Year 3. In Year 2, pupils count on in tens along a number line to ascertain how long Florence Nightingale lived and how many years ago she died. However, the planned use of such opportunities is capable of further development.
140. The quality of teaching is satisfactory overall with some examples of good teaching. In well taught lessons, teachers involve and motivate pupils at the start. In Year 2, for example, the teacher displayed on the interactive whiteboard a list of questions, relating to the life of Florence Nightingale, that the pupils had composed in the previous lesson. This encouraged the pupils to listen carefully to the life story read by the teacher. Pupils also had a clear idea of what they had learned when the teacher went through the questions at the end of the lesson. In a Year 6 lesson, pupils shared information about aspects of British life in the past, as related to them by parents and older relatives. This contributed well to the development of pupils' speaking and listening skills. In both of these lessons, the prior involvement of the pupils motivated them and made them keen to learn. However, methods do not always motivate pupils and tasks are not always sufficiently challenging or well matched to pupils' individual needs, resulting in pupils losing concentration and the quality of learning diminishing.
141. The quality of teachers' marking is variable. At its best pupils' work is marked consistently and it contains constructive comments and pertinent questions to further enhance learning. However not all work is marked. The quality of recorded work indicates that teachers encourage pupils to present written work carefully. Few examples of the pupils' use of independent research outside the classroom were noted during the inspection, although the use of CD Roms as a resource is documented in teachers' planning, as is the use of relevant web sites. Overall, information and communication technology is used appropriately to support pupils' learning.
142. The curriculum is sound, as it was at the time of the last inspection and learning is supported well by a range of relevant visits to museums and historical sites. History contributes well to pupils' cultural development, however opportunities for pupils to develop multicultural perspectives are more limited. Good assessment procedures are now in place and this is an improvement since the last inspection.
143. The experienced subject co-ordinator leads the subject satisfactorily. The school has made satisfactory improvement in the development of this subject since the last inspection, including the development of monitoring procedures.

INFORMATION AND COMMUNICATION TECHNOLOGY

144. During the inspection week, the majority of lessons observed were taught in the computer suite. However, in a number of class lessons observed, pupils were given the opportunity to use the new interactive whiteboards; large, electronic boards, connected to a computer, which are used instead of traditional white or black board. These support the development of pupils' information and communication technology skills well.
145. By the end of Year 2 and Year 6, standards in information and communication technology are above average. Pupils, including those with special educational needs and those who speak English as an additional language, achieve well in relation to their prior attainment. This is an improvement since the previous inspection, when standards and achievement were judged to be satisfactory. The attitudes of pupils to the subject are good and they behave well in lessons because of the appropriateness of the work set and the many links with other areas of the curriculum, which gives an interest and relevance to their work. The computer suite is having a positive impact on the raising of standards, as whole class lessons are taught effectively, ensuring that pupils have the necessary skills to use computers and the programs. There has been good improvement since the previous inspection in resources, teaching and the role of the co-ordinator, which is having a positive impact on raising standards throughout the school.

146. By Year 2, pupils confidently log-on, use the mouse to open files and folders, select from an on-screen menu, delete and insert letters and words, save and print their work. They know that information can be obtained from television, video, tape, CD-ROMS, the Internet and the interactive whiteboards. Pupils' work shows that they can confidently word-process, combine text and pictures, produce block graphs, combine clip art pictures with text, use an art program to draw shapes and pictures, and programme a floor robot to follow a specific route. For example, Year 1 pupils were observed using an art programme to create monsters as part of their English work using the poem, 'The Little Monster'. They used the on-screen menu competently to select lines and colours and used the colour-fill icon to add colour to large areas. In a well-taught Year 2 lesson, pupils used floor robots confidently and programmed them accurately to follow a specific path. The lesson contributed well to pupils' mathematical learning, as they had to program the angle of turns and the routes forwards, backwards, left or right.
147. By Year 6, pupils confidently log-on, manipulate screen icons using the mouse, select items from an on-screen menu, import clip art pictures, search the Internet and use the 'drag and drop' features of a program. They use the keyboard well to word-process their text and to change the font style, colour and size of the text. For example, Year 6 pupils produced multimedia presentations in geography about mountains and also presentations about the advantages and disadvantages of the proposed new runways at Gatwick airport on the community or whether a local public house should be converted to a fast food restaurant. The presentations included information from the Internet, combined text and pictures, different coloured backgrounds for each slide and a variety of styles and size of text to suit the purpose for the reader.
148. The quality of teaching throughout the school is good overall and leads to good achievement for pupils. No lessons observed were less than satisfactory. This represents an improvement since the last inspection when teaching was judged to be satisfactory overall. Teacher's subject knowledge is good. However, although tasks set are interesting for pupils and develop their skills well, teachers do not always take account of the different rates of progress of pupils and in all lessons observed in the suite teachers set the same task for their pupils, irrespective of ability and competence. For example, in a satisfactory Year 6 lesson on spreadsheets and the use of formulas, all pupils were set the same task. Lower attaining pupils and those with less well-developed spelling skills had little time to achieve the objectives of the lesson because too much of their time was taken up having to type the information into each cell of the spreadsheet. The more confident typists typed in the information quickly and were then able to experiment with the formulas. The very confident typists and higher attaining pupils quickly completed the task but were not given an extension activity to consolidate or develop their understanding of how spreadsheets can be used.
149. The relevance and generally challenging nature of the tasks ensures that pupils behave well and want to learn. For example, in a good Year 5 lesson a group of pupils were given the opportunity to use an on-screen keyboard on the interactive white-board. They worked well together and discussed the challenges of using a screen keyboard in order to overcome the difficulties they faced in producing a spreadsheet to show annual rainfall and sunshine. They achieved the task with an obvious sense of success. Although pupils work well together, not all teachers monitor that pupils who work with a partner have equal access to the keyboard and mouse in order to develop their skills as well as understanding.
150. Teachers' personal use of computers is good overall and sometimes very good. For example, in a number of lessons observed teachers effectively used computer-generated presentations on the interactive whiteboard to develop teaching points. For example, in a good Year 2 science lesson, the teacher made very good use of the interactive board to engage and motivate the pupils by showing on-screen pictures of the life cycle of humans and the life-cycle of snails. Pupils were encouraged to manipulate the pictures on the white-board to put them in the right order of the cycle. The teacher continually switched screen images from the photographs of humans to snails so as to reinforce the similarities and differences in the life-cycles and from the pictures to the objectives so that pupils could continually assess their own learning and understanding. Where teachers are less confident, the white-boards are mainly used to project the learning objectives or

to write key points of the lesson electronically. Further training is planned for teachers on how to use these boards more effectively. Teachers also use computers well to word-process their planning.

151. The use of assessment to inform planning is sound. Teachers know what pupils can or cannot do but do not always use this information to ensure that work is well-matched in lessons. Pupils use their Thinking Hats well to assess their own understanding and to suggest alternate approaches to a task. For example, during the Year 2 lesson using the floor robots, a pupil was heard to say, 'I've just put on my black hat and I think the problem is....' whilst another said, 'I've put on my green hat and a better way to do it is to....'.
152. All pupils, including those with special educational needs and those who speak English as an additional language, achieve well and build effectively on their prior understanding. The suite is providing good opportunities for pupils to use information technology across the curriculum. For example, pupils word-process poems and stories in English, use graphs, charts and spreadsheets in mathematics, compose simple tunes with a music program, research information off the Internet in history and use an art program to illustrate work.
153. The co-ordinator is knowledgeable and enthusiastic and has a good understanding of the strengths of the subject and the areas for development. He leads the subject well. A national training initiative for teachers has developed their skills, which has led to an improvement in teaching. Access to the Internet is via the local education authority's filtered system, which ensures only appropriate web-sites can be accessed by pupils and adults. However, there is no written policy for Internet access to ensure staff, pupils and parents are aware of how access to the Internet is to be used. The co-ordinator has developed an informative web-site, which is easily accessible to pupils as well as parents. The school has bought into a local initiative to share a technician. She gives good support to the school and ensures computers are well maintained. This allows the co-ordinator to concentrate fully on curriculum development of the subject rather than having to worry about the technical issues of computers.
154. The computer to pupil ratio is above the national average and resources for information technology are used very well. The whiteboard in the suite, however, is slightly too high for younger or smaller pupils to touch with ease. The co-ordinator is aware that a platform or steps are needed to ensure all can reach the screen in comfort and safety. The subject makes a good contribution to the spiritual and social development of pupils. For example, pupils work well together and support each other when using the computers and there is often a clear sense of success and achievement from pupils when they manage to complete a task.

MUSIC

155. There was insufficient evidence during the inspection period to judge the standards and achievement of pupils in Years 2 and 6. However, the attainment of pupils in Year 1 is as expected for pupils of this age. They differentiate between high and low sounds and use voice and glockenspiel to give examples of these. They understand that sounds can be represented by written symbols and respond to simple symbols appropriately. Pupils in Year 6 sing songs tunefully, maintaining their own part in two part songs, when singing unaccompanied. Singing in assembly is satisfactory and sometimes good.
156. There was insufficient evidence to judge the quality of teaching and learning overall. In the small amount of teaching observed, pupils' learning was at least sound and sometimes better. In a well taught lesson in Year 1, based on high and low sounds, the teacher's very good management of pupils and the good variety of activities she used had a positive impact on the pupils' learning and they responded very well. Pupils showed genuine pleasure in the quality of their performances. These experiences also contribute well to pupils' personal development. In less effective sessions, pupils rehearse performances, for example, but are not helped to evaluate them or guided in how these could be improved.

157. The curriculum provision is sound and has been maintained since the last inspection. It is based around a purchased scheme, which provides a secure base for teachers. In order to raise teachers' confidence and musical expertise the school has sought the assistance of a music student who leads lessons one week while teachers follow this up in alternate weeks. The curriculum is supported well by an infant music club, a recorder club for juniors and a small amount of instrumental tuition by peripatetic teachers. The school organises regular events, which have a musical aspect, for example, a modern version of Alice in Wonderland, as well as carol and harvest services and an infant production. They also take part in events such as a workshop for pupils in Year 2, which took place in a neighbouring secondary school. The school makes good use of the skills of a teacher, who is a piano player, in preparing for these events. They all help to raise the profile of the subject within the school, as well as contributing well to pupils' overall musical development. There are satisfactory links with other subjects. In dance, for example, pupils learn to listen carefully to music and to respond to its quality. A good example of this was the Year 6 lesson, where pupils portrayed fairground rides to music. The use of music in assembly also contributes well to the provision. The use of information and communication technology to support pupils' learning in the subject is satisfactory. An appropriate program to develop pupils' skills of composition is used in Year 3 and the effective of interactive whiteboards is increasing as teachers gain in confidence.

158. The co-ordinator manages the subject satisfactorily. Assessment procedures are sound and improved since the last inspection. The limited evidence related to attainment, teaching and learning makes an overall evaluation of improvement since the last inspection insecure.

PHYSICAL EDUCATION

159. Standards at the end of Year 2 are average, while standards at the end of Year 6 remain below average as at the time of the last inspection. In Years 3 to 5, however, standards are broadly as expected for pupils of these ages. This is because the improvements in the quality of teaching since the last inspection have not yet had time to impact fully on the standards of the oldest pupils because of their limited prior skills. Pupils, including those with special educational needs and English as an additional language, now achieve satisfactorily in relation to their prior attainment

160. By the end of Year 2, pupils have an appropriate awareness of space and use a variety of methods of exploring it. In Year 1, for example, pupils move in different directions focusing on different body parts and showing suitable landing procedures at the end of sequences. They have a sound awareness of those around them and describe positive features in their own performance and those of others, sometimes suggesting improvements.

161. By the end of Year 6, pupils are able to link sequences of movement, use relevant equipment and have appropriate ball skills. However, the performances of the majority of pupils do not show sufficient control and precision for pupils of their age. In Year 3, however, pupils use their movement and planning skills well devising and acting out their dinosaur movements in dance and Year 5 pupils combine appropriate skills of observation, estimation and co-ordination together with stamina in orienteering.

162. The quality of teaching ranges from a small percentage of unsatisfactory teaching to very good but is now good overall. This is helping to raise standards. Teaching has improved since the last inspection, when a third was judged to be unsatisfactory and the overall quality was satisfactory. Teachers' management of pupils during both indoor and outdoor activities is generally good. This and the good relationships displayed in the majority of lessons encourage positive responses from the pupils. In a Year 6 games lesson, for example, the pupils worked purposefully in pairs developing racquet and ball skills and this enabled the teacher to move around and work with a variety of pupils, developing their skills and producing overall good learning in this lesson.

163. In the most effective lessons, pupils are active, tasks are challenging and teachers use demonstrations and questioning well in order to help pupils improve their skills. In a Year 3 lesson, for example, the teacher's questions helped the pupils to recognise the heavy quality of movements required to portray a waking dinosaur and to include this in their own portrayals. In

Year 6, similarly, pupils were guided to improve the quality of movement in their fairground ride sequences. In less effective lessons pupils rehearse movements but with limited improvement because the teacher does not help them to recognise quality in movement or encourage them to suggest how these can be improved further.

164. Teachers provide appropriate opportunities for pupils to work individually, in pairs, small groups or as a whole class and this contributes well to their social development. Opportunities to develop pupils' skills in speaking and listening are sound in the majority of lessons, however, opportunities to support numeracy are sometimes missed. Good links are made with music in dance lessons and, for example, through the use of different types of percussion instruments to accompany different types of jumps in a Year 2 gymnastics lesson.
165. The planned programme of study has improved since the last inspection. It meets National Curriculum requirements and is now satisfactory. Swimming skills are developed in the last half term of Year 6, however, which may not allow slower learners to develop the appropriate skills and does not help to ensure water safety for pupils throughout the majority of their time in the school. Pupils' learning continues to be supported well by a good range of extra-curricular activities and inter-school competitions. The school caretaker and a teaching assistant provide invaluable support by running football and netball teams. Pupils in Years 5 and 6 benefit from a range of outdoor activities during their annual residential visits and this too contributes well to pupils overall physical, social and personal development.
166. The lack of co-ordination and teachers' expertise was adversely affecting standards during the last inspection. The subject is now led by a competent co-ordinator and standards are now steadily rising as pupils move through the school. The subject has made good improvement since the last inspection.

RELIGIOUS EDUCATION

167. No lessons were taught in Year 2 during the inspection period and there was little recorded evidence of work for Year 2 and Year 6 pupils. Consequently, judgements are based on scrutiny of pupils' work in other year groups, teachers' planning, discussions with staff and pupils and the lessons seen. Evidence from these indicates that standards are broadly in line with the expectations of the locally agreed syllabus at the end of Year 2 and Year 6. Boys and girls, including those with special educational needs and those who speak English as an additional language, achieve satisfactorily overall in relation to their prior attainment. Standards are similar to those described in the previous report.
168. By the end of Year 2, pupils know why Christians celebrate Easter and Christmas. They are familiar with some of the stories from the Bible, such as those about Noah, Moses, the healing of the paralysed man and the parable of 'The Sower'. They make up simple prayers that show their awareness and response to the concerns of others, such as 'Dear Lord, please make sure everyone is safe and there is no war'. They have only limited recall of work undertaken about religions other than Christianity. Year 1 pupils are familiar with the main features of Christian places of worship as a result of their visit to the local church this year.
169. By the end of Year 6, pupils have a sound knowledge of the key beliefs and traditions of some of the major world religions, such as Christianity, Hinduism and Islam, and can draw out some similarities and differences between them. They know several stories from the Old and New Testaments and can explain some of the events of Easter and their significance to Christians. They are familiar with the main Hindu gods and the avatars of Vishnu and can compare the Trimurti with the Trinity in Christianity. The local vicar leads a weekly assembly and sometimes visits lessons and this supports pupils' learning about Christian beliefs well. As yet pupils do not have similar opportunities to learn at first hand from visitors of other faiths or from visits to their places of worship, although the co-ordinator is planning for this.
170. The quality of teaching is satisfactory overall, with some examples of good teaching. Strengths in the lessons seen were the positive and consistent ways that teachers managed their pupils and

the very good relationships between pupils and teachers and between the pupils themselves. As a result, boys and girls of all levels of attainment were confident in sharing their ideas, secure in the knowledge that both teachers and their peers would value and respect what they had to say. This, together with the very good role-modelling of teachers and teaching assistants, not only added to pupils' interest and positive attitudes in lessons, but also contributed to the evident respect they show for the values, views and beliefs of others. In this way, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

171. Good examples were seen in all lessons of teachers using opportunities for pupils to extend their speaking and listening skills through discussion and drama. In a Year 6 lesson, for example, the teacher increased pupils' understanding of the Ramayana by asking pupils to act out parts of the story in small groups. Teachers also make effective use of the Thinking Hats strategy and frequent opportunities for focused paired discussion for pupils to organise and express their ideas. In a well taught Year 1 lesson, for example, the teacher first helped pupils effectively to reflect thoughtfully on their feelings during a previous nature walk in the school grounds, using their red hat. She then encouraged them to think of ways of keeping God's world beautiful by using their green hat and sharing their thoughts with a partner. As a result, pupils were able to suggest a variety of good ideas clearly for posters to display around the school, which they then settled quickly and enthusiastically to make.
172. Teachers are making increasing use of information and communication technology to support pupils' learning in the subject. Older pupils research information from the Internet and the interactive whiteboards are sometimes used to provide visual stimuli for discussion, as in Year 3 lesson, for example, to help pupils understand the way that people use symbols to identify themselves as members of particular groups.
173. There is little evidence of above average attainment. This is partly because assessment is underdeveloped and consequently teachers do not always take sufficient account of pupils' previous learning. However, scrutiny of past work shows that another reason is that teachers usually give the same task to the whole class. The quantity and quality of the recorded work across the school is also inconsistent and sometimes poorly presented and almost exclusively related to the aspect of the curriculum concerned with learning about religion. This means in some classes that there is little opportunity for average and higher attaining pupils to reinforce or extend their knowledge and understanding and that opportunities are missed for pupils to practise their writing skills in a focused way. It also limits the variety of ways that pupils can explore the links between what they learn about different religions and their own experiences and those of others, in order to help them reflect upon wider religious and moral questions and issues. The opportunities for learning from religion are not built systematically into teachers' planning, reflecting some confusion over this aspect of the curriculum with the personal, social and health education curriculum.
174. The co-ordinator has carefully reviewed the curriculum to ensure that it covers the requirements of the revised locally agreed syllabus and is introducing a new scheme of work for this to support teachers' planning, although it is too soon to see the impact of this. She has recognised in her action plan the need to develop assessment procedures to help to raise standards further and to enrich pupils' experiences through increased use of visits and visitors.